King's Worcester

Behaviour Management Policy

Effective 2nd November 2026

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1. 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.

We strive to achieve our mission that every member of our community will be **curious, caring and confident**, and achieve our vision to offer an outstanding, future-focused education that empowers pupils to flourish intellectually, emotionally, and spiritually.

The Behaviour Management Policy is designed with this 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', pupil focus groups and pupil surveys. Pupils in the Senior School are also able to share concerns via online reporting forms.

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

- Foundation School Rules
- Safeguarding and Child Protection Policy
- Parent Contract
- Rewards Policy
- Staff Code of Conduct
- Anti-Bullying Policy
- Managing Pupil Progress Framework
- Pupil Acceptable Use Policy
- Mobile Phones at King's
- Suspensions and Exclusions Policy
- Use of Restrictive Interventions 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, 2026
- Behaviour in Schools, 2024
- Equality Act, 2010
- Searching, Screening and Confiscation, 2022

2. 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.

3. 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 though these steps
- use a 2-to-5 minute detention at the first possible break as a sanction (at KSW only).

4. Parents and Guardians at King's

The support and engagement of parents and guardians is essential to the King's Foundation in establishing and maintaining good behaviour across the school community. Parents and guardians who accept a place for their child at King's undertake to uphold the Foundation's policies, including this policy, when they sign the Parent Contract.

The School values a close working relationship with parents and guardians and we aim to work together in maintaining high standards of behaviour from all pupils at all times. In particular, the School expects parents and guardians to support in matters such as attendance and punctuality, day to day conduct, uniform, and engagement with academic work, co-curricular activities, and 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. We aim to work in partnership with families to support pupils and hold them accountable, as required.

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

5. Review

This policy will be reviewed by the Deputy Head Pastoral, the Head of King's St Alban's and the Head of King's Hawford 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.

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

Tutors and Heads of House 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 in line with the Managing Pupil Progress framework

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 attendance at detentions should take precedence over other activities, including school fixtures and out of school clubs, activities and employment.

Sanction Moderation

In cases where higher order sanctions are being considered, members of the School's Senior Leadership Team will undertake a sanction moderation process. This process considers the aggravating and mitigating factors of the case in question, as well as any relevant contextual factors.

Sanction	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	Head of House, 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 minutes	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	Head of House, Head of Department, Head or Assistant Head of Section, any member of SLT	The issuing member of staff and the School Office. Parents/guardians are informed in writing by the School Office.	ISAMs
Saturday detention	Saturday 9.30am – 11.30am	2 hours	Head of House, Head or Assistant Head of Section, or Deputy Head Pastoral	The Deputy Head Pastoral and the School Office. Parents/guardians are informed in writing by the School Office.	ISAMs and the Serious Sanctions Log

Sanction	When	Length of time	Issued by	Administered by	Recorded on
Suspension	See the Suspensions and Exclusions Policy for full details			Head of Foundation, Head of King's St Alban's, Head of King's Hawford and, in their absence, their Deputy Heads	The Serious Sanctions Log and Sanctions Decisions Log
Exclusion	See the Suspensions and Exclusions Policy for full details			Head of Foundation, Head of King's St Alban's, Head of King's Hawford and, in their absence, their Deputy Heads	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 Head of Foundation, 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.

Suspension may be used as a neutral (i.e. non-disciplinary) measure during the course of an investigation, disciplinary or other, when the continued presence of the pupil at the School could be prejudicial to the investigation or unduly compromising for the pupil concerned or others. During such a period of suspension the School will take reasonable steps to support the pupil's education.

Other consequences for poor behaviour 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 and the Heads of King's St Alban's and King's Hawford. 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 Tutor may, often in consultation with the Head of House 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
- 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 after school detention.

If the parents/guardians do not support the action appropriately, this must be passed on to the relevant Head of Section.

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 consequences 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 the 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 tutor 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 the school site.
- Parking inappropriately.
- Failure to comply with the Sixth Form Dress Code or Uniform Guide and Rules.

Medium-level Misbehaviour

- Use of mobile phones around the school site.
- Non-completion of homework.
- Persistent late arrival to class or morning tutor time.
- Destructive and/or disruptive behaviour.
- One-off case of inappropriate language.
- Defacement of school property.
- Bringing non-King's pupils onto the school site, without permission.
- 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 having completed the Firefly form.
- 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

Attendance and site access

- Failure to attend lessons (including Games, Life Skills, SPS) or morning arrangements (including tutor time, assembly or Cathedral service) without correct prior permission.
- Truancy, unauthorised absence, or leaving the premises without permission during the school day.
- Accessing the school site out of hours without permission.

Disruption, dishonesty and defiance

- Persistent disruption of other pupils' learning, particularly when failing to heed warnings
- A one-off major disruption of learning.
- Defiance or refusal to cooperate, including persistent or malicious refusal to follow staff instructions
- Rude, disrespectful or abusive interactions with staff, including swearing, unacceptable language
- Making malicious accusations against staff (where Foundation policies have been followed and the accusations have been found to be malicious).
- Bringing the Foundation into disrepute.
- Contacting the press without permission.
- Dishonesty, including providing false or misleading information during an investigation.

Academic integrity

- Academic malpractice, including cheating or plagiarism
- Misuse of AI to produce schoolwork and NEA work

Online conduct and IT use

- Misuse of social media and AI
- The making, taking, recording and/or dissemination of digital content which harms an individual's or the Foundation's reputation.
- Using messages or social media to make abusive or offensive remarks to or about others.
- Hacking and/or wilful damage to the School computer network.
- Online impersonation.

Peer-to-peer harm

- Child-on-child abuse, including bullying, intimidation, harassment or violence, in person or online.
- Sexual violence and sexual harassment.
- Discriminatory insults, acts or deliberate misuse of language.

- Engagement in overly physical and/or violent interactions or altercations.

Safety, property, prohibited items and high-risk behaviour

- Bringing any prohibited items into school (see Appendix 5).
- Supplying, distributing, sharing or facilitating access to prohibited items.
- Vandalism, damage or theft of school property or other pupils' or staff property
- Consuming and/or being under the influence of alcohol or other prohibited items.
- Evidence of drug misuse and/or sales in the school community.
- Gambling
- Arson
- Unsafe driving on or around the school site.
- Reckless or unsafe behaviour that causes, or creates a significant risk of, injury to another person or damage to property.

Discriminatory Behaviour

The Foundation expects that all members of the school environment are treated with dignity and respect and is therefore unequivocal in its stance against discriminatory behaviour of any kind. In assessing and responding to instances of discriminatory behaviour, the Foundation will evaluate carefully both the intent behind the actions and the impact they have had on individuals or the broader community. Whilst it is likely that higher order school sanctions will be issued in cases of discriminatory behaviour, the Foundation will consider whether an educational intervention is needed. Such an approach ensures that all involved are fully understanding of the context and impact of the behaviour and that it falls firmly outside the Foundation's values, and to ensure that there are no repeated instances.

Appendix 5 – Search and Confiscation

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 and nicotine products
- 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 Head of Foundation 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 - Data Handling in Behaviour Investigations

The King's Foundation recognises that behaviour investigations may involve the collection and processing of personal data, including sensitive pupil information. All such data must be handled in accordance with the UK GDPR, the Data Protection Act 2018, and the Data (Use and Access) Act 2025.

When pupil-provided evidence (e.g. written statements, chronologies, screenshots) is submitted, staff must:

- Inform the pupil and/or parents and guardians if the data is to be shared beyond the investigating staff and pastoral team.
- Consider whether the data can be summarised or anonymised to minimise impact.
- Ensure any sharing of data is lawful, proportionate, and documented.
- Apply redactions where appropriate to protect third-party data.
- Seek advice, where necessary, on lawful basis, redaction standards, or the need for a Data Protection Impact Assessment (DPIA) from the Compliance Manager.

All investigation records must be stored securely and access limited to authorised staff. Any sharing with external parties (e.g. other parents, agencies) must follow approved procedures and be logged appropriately.

Annex A - 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 Foundation values of Curious, Caring and Confident, 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
- 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 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.

Annex B – King's Hawford 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.

Annex C - 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, consideration or for upholding the school's values. House should also be added to academic work in line with the KSA Characteristics. 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. Children are awarded certificates for 50, 100, 150 or 200 house points given in Celebration Assembly.

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.

Headteacher's Awards (HTA): pupils from Reception to Year 6 are sent to the Head to show and discuss **exceptional** work (judged on their individual ability) or are commended by the Head for good behaviour. Awards are recognised through a **Headmaster's Award**. 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.

Commendations: are awarded for any child in the school (EYFS to Year 6) for an excellent contribution to school life. This may be for an excellent piece of work, or for upholding the school values or KSA Characteristics. These are awarded each week in Celebration Assembly.

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 with 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	Support/Sanction	Responsibility	Notes
1	Reminder and Redirection	Class Teacher	Gentle reminder of expectations and opportunity to correct behaviour. No recording required for isolated incidents.
2	Restorative Conversation	Class Teacher	Brief discussion with pupil about what happened, who was affected and how the situation can be improved.
3	Reflection Time	Class Teacher	Short period of reflection during break, playtime or lesson transition. Pupil may complete a reflection activity or restorative task. Form Tutor informed if appropriate.
4	Form Tutor Intervention	Form Tutor	Issued for repeated low-level disruption, failure to follow expectations or inappropriate behaviour. Recorded on iSAMS/CPOMS and monitored by Form Tutor.

			Discussion with pupil to identify patterns, agree targets and offer support. Parents may be informed if concerns are emerging.
5	Parent Contact	Form Tutor	Phone call, email or meeting with parents to discuss concerns, share strategies and work together to support improvement. This replaces the Communication (Blue) Card system.
6	Formal Reflection Session or Loss of Privilege	Deputy Head	Supervised reflection time, loss of a specific privilege, or completion of a restorative task. Parents informed.
7	Referral to Deputy Head	Deputy Head	Behaviour reviewed with pupil, staff and parents where appropriate. Behaviour targets and monitoring period may be introduced.
8	Behaviour Monitoring Report	Head	Time-limited report card with clear targets, regular review meetings and parental involvement. Focus remains on improvement and support.
9	Withdrawal from Club, Fixture or Event	Head	Used where behaviour falls significantly below expectations or where participation would be inappropriate. Parents informed.
10	Head's Detention	Head	After-school detention arranged with parental notification. Used for significant or persistent breaches of expectations.
11	Suspension or Exclusion	Head of Foundation	In accordance with the Foundation's Suspensions and Exclusions Policy.

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.

Form Tutor Intervention may be used where a pattern of low-level disruption, failure to meet expectations or inappropriate behaviour is emerging. Incidents will be recorded on iSAMS and/or CPOMS and monitored by the Form Tutor. The Form Tutor will meet with the pupil to discuss concerns, identify any underlying causes, agree clear improvement targets and provide appropriate support. Parents may be informed where concerns are beginning to develop so that home and school can work together to support positive change.

Parent Contact may take the form of a telephone call, email or meeting with parents or guardians where concerns about behaviour continue or require further discussion. The purpose of this contact is

to share concerns, discuss strategies and strengthen the partnership between home and school in supporting the pupil's development. This process replaces the previous Communication (Blue) Card system and aims to ensure timely and constructive communication with families.

A **Formal Reflection Session or Loss of Privilege** may be implemented where behaviour has not improved following earlier interventions or where an incident warrants a more significant response. This may involve supervised reflection time, the temporary withdrawal of a specific privilege or participation in a restorative activity designed to repair relationships and encourage reflection. Parents will be informed of the action taken and the reasons for it.

A **Referral to the Deputy Head** may be made where behaviour concerns persist, are repeated or involve a more serious breach of expectations. The Deputy Head will review the circumstances with the pupil and relevant members of staff and may involve parents where appropriate. Clear behaviour targets, support strategies and a monitoring period may be established to help the pupil make positive improvements.

A **Behaviour Monitoring Report** may be introduced by the Head where additional support and accountability are required. The report will normally run for a defined period and will include clear behaviour targets, regular review meetings and ongoing communication with parents. The purpose of the report is to provide structured support, recognise improvement and encourage pupils to make consistently positive choices.

Withdrawal from Club, Fixture or Event. In circumstances where behaviour falls significantly below the expectations of the School, a pupil may be withdrawn from a club, sporting fixture, educational visit or other school event. This measure will only be used where participation would be inappropriate or where the withdrawal is considered necessary to support reflection and improvement. Parents will be informed of the decision and the reasons for it.

A **Head's Detention** may be issued for significant or persistent breaches of the School's expectations. This will normally take place after school and parents will be notified in advance. The detention provides an opportunity for the pupil to reflect on their actions, discuss expectations and consider the steps required to rebuild trust and demonstrate positive behaviour.

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 Head of Foundation, 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).

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- 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
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