



Kings' School

Behaviour Management Policy

Policy Reviewed by:	JMS	May 2021
Approved by:	Pupil Support Committee	May 2021
Approved by:	FGB	May 2021
To be Reviewed	3 Yearly	May 2024

Kings' School Behaviour Management Policy

This policy should be read together with the Safeguarding Policy.

1. Purpose

- 1.1** Kings' School fully recognises its responsibility to promote good behaviour, self-discipline and respect. This includes the prevention of bullying.
- 1.2** This policy aims to provide effective behaviour management guidance to help ensure pupils thrive at school, make good academic and social progress, and acquire the habits and modes of thinking that will help them become happy and successful adults.

2. Context

- 2.1** At Kings' School, it is recognised that continual exposure to high quality learning significantly promotes good behaviour. It is also acknowledged that a calm, orderly environment is a prerequisite for effective teaching and learning.
- 2.2** Effective behaviour management has three key elements:
 - Teaching that is carefully planned to meet the needs of individual learners
 - High expectations in terms of academic performance and behaviour
 - A skilled response by all staff to managing behaviour

3. Procedures (see also Appendix 1)

- 3.1** The school rules and expected standards of behaviour will be regularly publicised to pupils and parents. They will be included in the Pupils' Handbook and Home-School Agreement. Parents/guardians and pupils will be asked to sign this agreement when they join the school. (appendix 2)
- 3.2** Staff should be fully aware of the rules of the school and take every opportunity to communicate these to colleagues, parents/guardians and pupils. It is vitally important that these rules are consistently applied by all staff.
- 3.3** Staff should be assertive and calm when dealing with behavioural issues. Staff should have high expectations of all pupils, always challenge inappropriate behaviour and recognise and reward good behaviour.
- 3.4** It is expected that staff use a proactive and stepped approach when dealing with inappropriate behaviour and ensure there is an appropriate balance between positive reinforcement and the application of sanctions.
- 3.5** It is the responsibility of all teaching staff to prepare and deliver appropriate and challenging work which includes an element of behavioural planning. Lessons should be delivered with high expectations and enthusiasm.
- 3.6** Staff should reward and sanction significant positive and negative behaviour, in line with advice and guidelines found in the Staff Handbook.
- 3.7** Staff have the powers to impose appropriate sanctions including lunch time and after school detentions. Staff will provide parents/guardians with at least twenty-four hours' notice for

detentions which are set outside school hours, unless there is a prior agreement between parents/guardians and staff.

- 3.8** Staff have the discretion to discipline pupils beyond the school gate, including whilst they are on school visits.
- 3.9** Staff have the authority to confiscate pupils' property. These items should be placed in the school safe and made available for collection by parents/guardians.
- 3.10** The Senior Leadership Team (SLT), Heads of Year and senior pastoral staff have the authority to search pupils' for items without parental/ guardian consent. These items include potential weapons, alcohol, drugs, stolen goods, tobacco or cigarette papers, e-cigarettes, fireworks and pornographic images. This also includes 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 the property of, any person. In addition, if during a search staff find electronic devices, they may examine the data or files on the device, if they think there is a good reason to do so. In consultation with SLT staff, any data or files may be erased if staff suspect that the data or files have been, or could be, used to cause harm, to disrupt teaching or break school rules. Any searches should always involve at least two staff members, one of whom must be the same gender as the pupil.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

- 3.11** Staff have the authority to use reasonable force to prevent pupils committing an illegal offence, injuring themselves or others or damaging property. This intervention should be proportionate to the risks present and the minimum needed to achieve the desired result. See Restrictive Intervention Policy.
- 3.12** When pupils are involved in inappropriate behaviour, consideration should be given to pupils with special educational needs and/or disability (SEND), as well as those for whom English is an additional language (EAL) when considering appropriate sanctions. Not to do so could be discriminatory. A pupil's specific needs may affect their ability to fully appreciate the implications of their behaviour and so could require a different approach. In such circumstances staff should take time to consult with the SENCo or other relevant staff before deciding on the appropriate course of action.
- 3.13** Multi agency assessment and interventions should be considered for pupils who display persistent disruptive behaviour.
- 3.14** Academic Departments & Pastoral Leaders will regularly monitor and evaluate the impact of behaviour management using lesson observations, SIMS and Pupil Behaviour Reports.
- 3.15** The SLT and Governing Body will regularly evaluate the impact of this policy through the analysis of all appropriate available data.
- 3.16** The School's approach to dealing with various types of bullying, including racist, sexist, homophobic and SEND, are outlined within the School's Anti-bullying Policy.

A Stepped Approach		
Level 1	Level 2	Level 3
Classroom based strategies e.g. appropriate tasks and resources, teacher positioning, change of tone, offer simple choices, eye contact, re-seating, rule of 3/reminders	Rule of 3/removal Subject Report After School d/t	Head of Year d/t Isolation Inclusion Exclusion
Teaching & Non-Teaching Staff	Teachers & Heads of Subject	Pastoral Leaders & SLT



Ready	
<i>We Should Be.....</i>	<i>Pupils Should Be.....</i>
<ul style="list-style-type: none"> Meeting and greeting our classes when they arrive Challenging and recording lateness Insisting pupils enter class quietly, settle quickly and are dismissed in a calm and orderly way 	<ul style="list-style-type: none"> On time Well organised, with correct equipment, books, kit Concentrating, contributing and listening from the start
Responsible	
<i>We Should Be.....</i>	<i>Pupils Should Be.....</i>
<ul style="list-style-type: none"> Checking and challenging any uniform issues Maintaining high expectations within class and around the school, consistently challenging poor behaviour Following all processes and procedures consistently 	<ul style="list-style-type: none"> Proud to wear their uniform correctly Following instructions straight away, actively engaged in learning Kind and thoughtful towards others
Respectful	
<i>We Should Be.....</i>	<i>Pupils Should Be.....</i>
<ul style="list-style-type: none"> Recognising and praising good behaviour, consistent with sanctions Modelling calm and respectful behaviour, measured and predictable Using scripted conversations in more challenging situations 	<ul style="list-style-type: none"> Listening when the teacher and others are talking Polite and courteous Allowing others to learn

Pupil Handbook – Kings’ School Rules

- The highest standards of personal behaviour are expected from pupils both in school and on the way to and from school, and in other school activities.
- Unless permission has been given, pupils must not leave the school premises during the school day.
- When moving around the school, pupils should walk quietly, keeping to the one-way system. Running is only permitted on the fields and play courts.
- In fine weather, pupils should remain outside before 8.45am and at lunchtimes, unless they are in a designated eating area or making their way to see a member of staff.
- Valuable items should not be brought into school unless they are absolutely essential; any such items remain the responsibility of the pupil and should be kept out of sight.
- Mobile phones should be kept switched off and must be out of sight on school site, from arrival at the start of the day until 3.15pm, unless they are being used with staff permission.
- Pupils are not allowed to listen to music using their own headphones at any time whilst on school site.
- Motorbikes, mopeds, scooters and skateboards must not be brought into school.
- Food should be consumed in the designated eating areas only or outside the buildings.
- Food should only be eaten in the classrooms during “wet break”.
- Pupils must not bring alcohol, recreational drugs, solvents, energy drinks or large bottles of fizzy drinks into school.
- Prescribed medicines (other than inhalers and epi-pens) must be handed in to Matron for safe keeping. Other medicines must only be brought into school with parental permission; pupils must never give medicines to other pupils.
- Smoking and “vaping” are not permitted in school or on the way to or from school.
- The possession of cigarettes/e-cigarettes, matches and lighters is not allowed at any point whilst in school uniform.
- Chewing gum is banned and should not be brought into school.
- Dangerous items such as knives, laser pens etc. must not be brought into school.
- All types of aggressive behaviour, whether verbal or physical, are not allowed.
- Pupils must not go into the areas which are out of bounds.
- Outdoor garments should not be worn during lessons.
- Pupils are not allowed to eat sweets/food during lessons.
- Pupils should ensure that litter is placed in bins and recycled where possible.

Conduct and Discipline

- We are immensely proud of our pupils’ behaviour; visitors to the school consistently comment on how kind, sensible and polite they are.
- At Kings’ good behaviour, consideration and respect for others are essential for effective teaching and learning. We expect the highest standards of behaviour from our pupils; in return, the pupils can expect to be provided with a pleasant, happy and safe environment in which to work, develop and thrive.
- Part of any pupil’s development is learning where and why boundaries, guidelines and rules exist. They therefore need to know what the consequences will be if those boundaries are pushed or rules broken. Although we will always try to work with parents and pupils, we operate a very clear discipline policy. If this code is not observed, then fair but firm sanctions are imposed; these may include detention, isolation and temporary exclusion. In extreme cases pupils may be permanently excluded from school.

- Permanent exclusion may be used when a pupil breaches Kings' School's zero tolerance towards drug abuse or violent behaviour. Governors are always involved in the decision to permanently exclude a pupil.

Rewards

The Credit system is used to ensure that pupils are aware that their efforts are recognised.

The Credit system is administered by House staff. Staff should recognise achievement by using credit stickers or staff signatures, placed/signed in the Pupil Handbook.

The criteria for awarding Credits are:

- A piece of exceptionally good work
- A period of sustained good work
- An example of exceptional effort
- A significant period of consistent effort
- An example of exceptional helpfulness
- A record of consistent helpfulness