

The King's School
Canterbury



V A T T A N A C V I L L E

Behaviour Policy

2024-2025

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Behaviour Statement

At KSV the behaviour policy is not about managing conflict, it is about developing good working relationships in the school. The purpose of the Behaviour Policy is to create an effective learning environment through promoting pupils' self-esteem, encouraging pride in the school and fostering mutual respect, co-operation and courtesy at all times.

It is the duty of all members of staff to set a lead in promoting fruitful behaviour patterns both through the way in which they conduct relationships with pupils and in their capacity as role models.

In all that we do, we reject humiliation and degradation as fruitful ways of correcting pupil behaviour; we accept the spirit and principles of the schools' Equal Opportunities Policy and recognise that the skilled teacher works to avoid confrontation and to de-escalate those situations of potential or actual conflict which inevitably arise.

1. We focus on rewarding and encouraging positive behaviour and responses from pupils.
2. We, as adults, accept responsibility for setting standards for pupil behaviour in classrooms and throughout the school.
3. We make our expectations clear and apply them consistently.
4. We seek to involve parents in promoting good standards of behaviour and commitment to study.
5. We ensure that the taught curriculum is stimulating and inclusive.
6. There is quick intervention, should the quality of relationships be compromised.
7. We make it clear that as individuals and as a school we oppose all forms of racism and xenophobia.

Aims

- for every member of the school community to feel valued and respected, and for all persons to be treated fairly.
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively.
- teach children behaviour that is appropriate to different situations.
- raise awareness amongst children of the need to recognise and manage their emotions and reactions.
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

Objectives

- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.
- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect.
- reinforce good behaviour so that children feel good about themselves.
- for all staff to focus on de-escalation and preventative strategies rather than be reactive
- all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating.
- prevent bullying.

Roles, Rights and Responsibilities

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The role of pupils

- discuss the school code and class rules within their class.
- understand the consequences of breaking the school rules.
- vote for members of their class to represent them on the School Council.

The role of teachers

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all.
- ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- arrive in class in time.
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.
- inform parents about expected behaviour and seeking their support.
- avoid use of confrontational language.
- use praise to reinforce expectations.
- ensure all children are noticed and receive attention in class.
- treat each child fairly and enforce the rules consistently, treating all children with respect and understanding.
- ensure all adults working with children with the Individualised Learning Teacher (ILT) are informed of individual challenges and strategies.
- organise the classroom in a way that encourages successful learning by giving attention to:
 1. space for working and movement
 2. seating arrangements
 3. access to materials and equipment
 4. noise levels
 5. and routines.
- plan activities appropriate to the ability, maturity and individual needs of the children.
- be aware of safety issues when planning activities.
- establish procedures for giving directions about tasks.
- teach children about behaviour skills.
- provide opportunities for children to develop different kinds of relationships with one another.
- allow children to express their views and feelings and seek to extend their understanding of relationships through the PHSE curriculum.
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
- liaise with support teachers, parents, DSL, and the Principal as necessary to support and guide the interests of the child.

- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and ILT is set up.

Non-teaching staff

The role of the Learning Support Assistants

- being aware of relevant and accepted expectations and reinforcing them.
- being consistent and fair when giving rewards and relevant and proportionate when giving sanctions.
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them.
- being aware of procedures for giving directions about tasks and reinforcing them.
- teaching children about behaviour skills and self-regulation.
- reassuring, re-focusing and reaffirming tasks set for children.
- fulfilling roles identified within ILT plans for children.
- having high expectations of children.
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion.
- responding to children's needs swiftly.
- observing children and informing class teachers and/or the Principal about specific incidents or trends in behaviour.
- encouraging respectful attitudes for others, the environment, property and equipment.

The role of parents and carers

- the school works collaboratively with parents that children receive consistent messages about how to behave at home and at school.
- we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these.
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal.
- inform the school of any medical or social circumstance that might affect the behaviour of their child.
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- inform the school of any concerns about their own child's behaviour.
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- support and co-operate with the school in implementing the behaviour policy.
- respect the staff of the school and valuing their professional opinions.
- promote positive attitudes towards school.

- provide a good example of behaviour.

The role of Governors

- responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.
- the Principal has the day to day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues.
- be involved in the development of the policy in accordance with the stated aims of the school.
- be informed about the successes of the policy in maintaining high standards of behaviour.
- ensure that the school has a behaviour and discipline policy.
- support staff in implementing the policy.
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives.
- provide opportunities for dialogue with children, staff and parents.

WHOLE SCHOOL STRATEGIES

Code of Conduct:

We have an agreed code of conduct for the school community; the school's 'Four Rs' are:

- Respect
- Resilience
- Responsibility
- Readiness

These are displayed in pictures and texts around the school. In addition to this, each class has the option to agree its own rules which can also be displayed in the classroom.

Rewards

We begin by trialing 'Intrinsic Motivation', where learners are motivated by what is inherently interesting to them and will seek extension and application of that learning beyond teacher expectations. They engage learning through curiosity and challenge, as long as they find it meaningful. During the trial period, no rewards will be given (such as merits, golden points, class dojo, stickers, stars of the week, awards, postcards home etc). The trial and rewards policy will be reviewed annually.

We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour.
- Drawing the attention of others to their good behaviour.

School-wide Incidents

When dealing with incidents, staff have agreed to use a solution-focused and student-reflective approach. Language and questioning should be positive, e.g. "What should you have done instead?", "What will you do next time?",

“How would you have felt if...?” etc. The ‘Four Rs’ should be referenced in these cases, when applicable. The teacher’s approach should come from a position of support.

Incidents are to be reported and logged on the Engage and CPOMS platforms, including measures taken and follow up actions.

Behaviour Response

Early Years

Step 1: A clear “No” and/or “I don’t like it”, with a visual cross of the arms.

Step 2: Repeated actions: the child has an appropriately timed ‘Time Out’, which can be cumulative given further repetitions.

- If dangerous behaviour, the student may be displaced to a supervised location away from causing potential harm.
- Parents are informed of concerns and incidents, with guidance on how to support the child’s improved behaviour, for a coherent teacher/parent approach.

Years 1-4

Step 1: Reminder of behavioural expectations

Step 2: 2nd reminder of expectations and/or redirect (if possible)

Step 3: Student is given a clear choice of what to do with the consequences made clear.

With continuous negative behaviour over a period of time, concerns are logged on Engage/CPOMS and reported to parents.

Sanctions:

‘Restorative’ times may be taken in a variety of places (lunch hall, a bench). A reflection log will be written by the child/recorded by adult.

If a child has seriously breached the code of conduct they will be sent in to discuss this with member of SLT or the Principal.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play, the writing of a reflective log and/or alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

Dealing with serious misconduct

Serious misconduct, in or out of the classroom will be referred to the Principal.

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded in the serious behaviour/sanctions log and investigated by the Principal. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one-off breaches or repeated breaches of the school rules may lead to a suspension (fixed term exclusion).

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans and drawn up may follow different steps for interventions and sanctions.

Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by the KSV and EduTrust safeguarding and child protection training; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parental permission may be sought in advance if deemed necessary.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc);
4. in an emergency to avert danger to the pupil or pupils.

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used

- as a punishment – it is not in our ethos to use force as a punishment.

Any occasions when reasonable force is used will be recorded.

The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Confiscation, banned items and Searching Pupils

The Principal and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

Only the Principal, and members of the Senior Leadership Team have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff, from the ones named above, will seek cooperation from the pupil and both will be present for the search. This will only be outer clothing and a staff member of the same gender action this.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes
- pornographic images
- fireworks
- anything else perceived to pose a threat to pupils at the school;

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 (including the pupil).

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform

- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

Exclusion

In cases of severe and persistent misbehaviour, the Principal may exclude a child from school for either a fixed period of time, known as a suspension or permanently. If such action is taken, the Principal will inform the School Governors. The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and reasonable to sanction the pupil.

Examples of types of behaviour which may result in exclusion:

- physical assault against an adult
- physical assault against a pupil
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- bullying
- cyber bullying
- possession of illegal drugs
- possession of weapons
- racist abuse
- abuse relating to disability
- serious breaches of this behaviour policy
- multiple offences comprising those offences listed above or persistent and harmful disruptive behaviour
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Monitoring

- The Principal monitors the effectiveness of this policy on a regular basis. He/she also makes reports to the governing body on the effectiveness of the policy and recommendations for further improvements, if necessary.
- The school keeps a record of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Principal records incidents where a child is sent to the Principal on account of seriously bad behaviour. Incidents which occur at snack or break time will be logged by the supervising staff.
- The Principal keeps a record of any pupil who is internally excluded, suspended or permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.