



KINGS' SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Policy Reviewed by:	JMS	April 2019
Approved by	Pupil Support Committee	April 2019
Endorsed by	FGB	May 2019
To be Reviewed	3 Yearly	May 2022

Kings' School

Behaviour Management 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 good, 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 and be included in the pupils' Planner and Home-School Agreement. Parents /guardians and pupils will be asked to sign this agreement when they join the school.
- 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.
- 3.4 It is expected that staff use a proactive and stepped model/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 prior agreement has been agreed 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** Multi agency assessment and interventions should be considered for pupils who display persistent disruptive behaviour.
- 3.13** Academic Departments & Pastoral Leaders will regularly monitor and evaluate the impact of behaviour management using lesson observations, SIMS and Pupil Behaviour Reports.
- 3.14** The SLT and Governing Body will regularly evaluate the impact of this policy through the analysis of all appropriate available data.



Appendix 1

Kings' School

Leading Behaviour Change

The School Rules

Be Ready, Be Responsible, Be Respectful

This is our school, not just 'your class'. Behaviour management is a team sport.

Relentless Classroom Routines

- We should meet and greet our classes, where possible, by name
- We should expect pupils to enter the classroom quietly and take their books/equipment out immediately
- We should challenge late arrival and visibly check uniform
- We should consistently and persistently challenge poor behaviour using a stepped approach and 'wrapping it in a rule' (rules above, examples below)
- We should always dismiss our classes in a calm and orderly manner; uniform should be re-checked; pupils should stand behind chairs in silence until they are dismissed by the teacher

Visible Consistencies

- We should always model the calm and respectful behaviour we expect from pupils, ensuring our responses are measured and predictable
- We should ensure rewards and sanctions are consistently applied, the latter with restorative reflection (see below)
- We should praise in public and reprimand in private
- We should use scripted conversations in more challenging situations (examples below)
- We should maintain the same high expectations around the school, challenging poor behaviour, including unkindness, inappropriate language, poor uniform, phones and headphones, as we would in class

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	Lunch d/t Pupil Parked (followed by sanction) 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

Please see full intervention guidelines. It is always the adults' responsibility to defuse and de-escalate.

(* Complete an e-referral)

Mantras

- Instruct, say *thank you*, walk away, return, repeat
- Always address behaviour: consistency/insistency/persistency is vital
- If it goes badly wrong, say “*we’ll talk later*” and walk away – but do talk later
- Never lower expectations; try another strategy
- Don’t take it personally; don’t make it personal

RESTORATIVE QUESTIONS

(following removal from lesson or sanction)

1. *What happened?*
2. *What were you thinking/feeling at the time?*
3. *Who did it affect, how did it make them feel?*
4. *How can you make it right?*

CHALLENGING PUPILS – STRATEGY

1. Empathise - *I can see you are feeling (sad, angry, upset – name it) connect before you correct.*
2. Set limits – *but, you can’t do...*
3. Problem solve - with the pupil.
4. Repeat/repeat again.

EXTRAS – POSITIVE REINFORCEMENT

1. Send pupil with work to someone senior.
2. Postcard or phone call home.
3. Catch them being good.
4. Tell their Tutor.