



KINGS' SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Policy Reviewed by:	SLT	Dec 2015
Approved by	Pupil Support Committee	Feb 2016
Endorsed by	FGB	Mar 2016
To be Reviewed	3 Yearly	Feb 2019

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 to ensure pupils successfully complete assigned work to the best of their abilities.
- 1.3** To regulate and monitor the conduct of pupils.

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:
 - The delivery of appropriate and challenging work.
 - High expectations in terms of academic performance and behaviour.
 - A skilled response by all staff to managing behaviour.

3. PROCEDURES

- 3.1** The school rules and expected standards of behaviour will be regularly publicised to pupils and parents and be included in the pupils' Homework Diaries and home/school agreements. Parents /guardians and pupils will be asked to sign this agreement each academic year.
- 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 using referrals and credits, 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 of 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** Senior Pastoral Leaders have the authority to search pupils for prohibitive 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 senior members of 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.
- <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.
http://www.gov.uk/government/uploads/attachmentdata/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- 3.12** Multi agency assessment and interventions should be considered for pupils who display persistent disruptive behaviour.
- 3.13** Academic and pastoral departments/areas will regularly monitor and evaluate the impact of behaviour management using lesson observations, SIMS and Pupil Behaviour Reports.
- 3.14** The Senior Leadership Team and Governing Body will regularly evaluate the impact of this policy through the analysis of all appropriate available data.