

THE KING'S SCHOOL

Behaviour Policy

November 2017 v2



Biblical Principles

Psalm 1 teaches us that God loves those who do not 'walk in the counsel of the wicked' but rather 'delight in His ways'.

The Bible is very clear about standards of behaviour for those who belong to Jesus and this country has based its traditions and laws on such teaching. A key point is that God looks at the heart.

Luke 10:27 'Love the Lord your God with all you soul and with all your strength and with all you mind' and 'Love your neighbour as yourself' This Bible verse, which is a key foundational verse, as the basis for all relationships, identifies the relationships that we aim to cultivate in the School.

Principles of Behaviour Management

- Reward - good behaviour is always identified and always rewarded
- Non-confrontational - allowing individuals to be dealt with without the need for protracted debate and argument
- Consistency – avoiding the feeling of injustice. Consistency is an effective way of maintaining positive relationships
- Immediacy - all matters should be dealt with straight away and by a simple action although on reflection further action may be necessary
- Fresh start - pupils will be given appropriate opportunities to begin again

The school as a whole will embrace these principles in working through any discipline process in order to make any action effective and valued by pupils.

Five Main Rules

The school has five main rules which will be used to support a code of good behaviour and conduct. The aim is that every issue can be brought back to one of the main rules and therefore consistency is maintained more effectively.

The five rules are:

1. Honour God by taking every opportunity to do your best
2. Follow instructions without arguing
3. Treat others with kindness, consideration and respect
4. Avoid all inappropriate physical contact
5. Be on time and properly equipped for every activity

Stages

We believe that a staged approach to behaviour management is sensible and usually well received by parents and pupils. There should be an appropriate consequence for each individual stage of poor behaviour and teachers should use their experience and discretion in deciding how to deal with individual behavioural issues.

Stage 1

This is the petty rule breaking stage or low level disruption. This should be dealt with by the class or subject teacher.

Stage 2

This is more serious, calculated and persistent poor behaviour and should be referred to the wider leadership team. It is at this stage that contact should be made with home via letters or telephone calls. Individual behaviour plans may be used here.

Stage 3

This is the stage when pupils may be asked to leave the school. The Headteacher will deal with all such cases and formal written warnings will be issued.

Appropriate Consequences

All poor conduct must be addressed with some kind of consequence. This should always be appropriate to the level or stage that categorises the behaviour but all action must be followed through. The simplest action is a verbal warning. This should be used as much as possible until it is necessary to move onto the next stage.

Behaviour Management procedures differs between the Primary and Senior department.

PRIMARY

Positive behaviour reinforcements

- Names of children who are following the school rules and behave well can be written under a smiley face which is permanently on display on the board in the classroom. This results in a merit and a sticker given at an appropriate time of the day.
- Children attain merits daily if they do not get their name under the sad face. They can attain additional merits for good behaviour, an excellent contribution in class, hard work, good manners, an outstanding piece of work, etc. Key Stage 1 pupils need 25 merits to be rewarded with a certificate in assembly; in KS2, they need 50 merits.
- The classes work hard to earn marbles to earn a class treat. In KS1 the class earns 25 marbles; in KS2 50. These can be awarded for everybody working hard, working well in group work; good lining up, polite to visitors, etc.
- Shining stars awards are given out weekly in assembly with a different focus of Wisdom, Stature and Favour each week. These are individual awards to celebrate shining examples. Teachers make sure every child achieves one by the end of the year.

The following table sets out typical behaviours at each stage and shows appropriate consequences:

Staged response to inappropriate behaviour with consequences

Stage	Behaviour	Consequences
1	Calling out Unsatisfactory work Irritating behaviour in class General inappropriate language Noisy and loud behaviour Non-compliance	Dealt with by the teacher by: 1) Warning 2) Name written under a sad face 3) Required to sit in a set place and loss of break time 4) If it continues, it moves to Stage 2.
2	Rudeness and disrespect to staff or each other Disruptive behaviour that interrupts lessons Telling lies Regular non-compliance Interfering with the property of others Swearing Relationship issues – early stage bullying Dangerous behaviour (without intent)	Referral to the Leadership Team and: Removed from lesson/playtime Work in isolation (Internal exclusion) Parents informed An Individual Behaviour Plan may be put in place.
3	Theft Persistent swearing Persistent bullying Deliberate vandalism Physical aggression/violence such as punching, hitting, kicking and biting. Leaving teaching areas without permission Wilful rebellion and gross insubordination Bringing the School into disrepute	Referral to Headteacher and: Internal exclusion Formal written warning Final written warning Exclusion

SENIOR

Positive behaviour reinforcements

Pupils are awarded credits for excellent work and behaviour. Teachers will email parents to notify them of particularly good work, effort or behaviour. Pupils with the highest credits in year group are awarded with certificates and prizes in assembly. Wisdom, Stature, Favour and other awards are also presented at our annual Prize Giving Evening.

Staged response to inappropriate behaviour with consequences

Stage	Behaviour	Consequences
1	Failure to remember to carry out tasks Lateness Chewing Incorrect uniform/hair/jewellery/make-up Forgetting equipment or books or kit Late or unsatisfactory work Irritating behaviour in class General inappropriate language Noisy and loud behaviour Causing distress (see bullying below)	Dealt with by the teacher by: Warning Record in pupil planner Required to sit in a set place Loss of break time
2	Rudeness and disrespect to staff or each other Behaviour that frequently interrupts disturbs the learning of others Persistent petty rule breaking Persistent use of inappropriate language Telling lies Interfering with the property of others Relationship issues – early stage bullying Dangerous behaviour (without intent)	Referral to Leadership Team and: Removed from lesson Work in isolation (Internal exclusion) Parents informed Lunchtime detention Target cards
3	Theft Use or supply of smoking/drugs and/or alcohol Persistent bullying Deliberate vandalism Physical aggression/violence Persistent poor behaviour that disturbs the learning of others Wilful rebellion and gross insubordination Bringing the School into disrepute	Referral to Headteacher and: Internal exclusion Formal written warning Final written warning Exclusion

Exclusion

Pupils will be excluded from lessons or from school as a last resort. Other forms of consequence and sanction will be used wherever possible. The following is a procedure for internal and external exclusion.

Internal Exclusion

This is where pupils attend school but do not attend lessons. Instead they follow their programme of work in isolation. Persistent failure to meet targets set on a target card may result in an internal exclusion to focus the student on taking responsibility for their actions.

The school will adopt a progressive approach building up to a maximum internal exclusion period of five days. The Headteacher will determine the nature and length of the exclusion in consultation with senior staff.

Parents will be informed on or before the first day of any internal exclusion. Pupils will have reasonable access to break times depending on age and stage of development and the seriousness of the consequence being imposed.

External Exclusion – Fixed Term

This is where pupils are required to remain at home for one or more days. Parents will be informed in advance of an external exclusion. With the exception of Stage 3 issues, a dialogue with parents will already exist before external exclusion is used.

Every effort will be made to set appropriate work but this may not follow exactly the work being studied in school on the day in question.

Enough work will be set to ensure that the pupil is occupied for the whole working day and parents will be asked to ensure that the pupil takes the day seriously.

A return to school interview will be required when pupils return after fixed term exclusion.

Terms will be for no more than five days in the first instance. Repeated issues will begin the process for Permanent Exclusion.

Permanent Exclusion

The process for requiring pupils to leave the school will begin once trust has broken down despite the best efforts of the behaviour policy and sanctions imposed.

Parents will first receive a written final warning explaining that the next step will be to begin the process of permanent exclusion.

Following any further issues or infringements in line with that spelt out in the final warning letter, parents will be issued with a letter explaining that the pupil is now permanently excluded from the school.

Parents will have the right to appeal to the Governing Body whose decision will then be final. The current procedures for appeal will be issued with the permanent exclusion letter.

See separate Preventing Bullying Policy.