



Behaviour policy and statement of behaviour principles

KINGS INTERNATIONAL COLLEGE

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Exclusion from Maintained Schools, Academies and Pupil Referral Units in England](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

A WHOLE SCHOOL APPROACH

All staff, students and parents need to be aware of these Rights and Responsibilities that underpin the aims. The key factor in making such codes work is their acceptance by the parties involved. The credibility of the document will only be accepted if students see that they are being enforced and that a consistent approach is adopted by staff. Inconsistency will lead to conflict and an undermining of the processes within the school that lead to the promoting and maintaining of good behaviour. All staff need to be aware that they lead by example. Their manners, reliability, dress, timekeeping and relationships with others will be observed and will influence students.

All students need to be valued. Praise and appreciation of their efforts are ingredients in raising self-esteem and motivation. It is for the school to educate, guide and encourage them in the development of these qualities in partnership with parents. National Curriculum subjects, Tutor time and PSHCE sessions offer opportunities to address such matters. Outside the formal curriculum, school assemblies, clubs, team games, school trips and other extra-curricular activities such as residential experiences also provide valuable contexts in which the values of the school can be developed and practised.

The form tutor plays an important part in co-ordinating the academic and personal welfare of the student. The tutor should be aware of each student in the form as an individual as it is the tutor who is often the person that students will turn to for support.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting or threatening behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy (please see website)

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to follow roles and responsibilities (appendix:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 (a) List of rewards

Recognising and Celebrating Positive Behaviour

Rewards Policy

At Kings International College we expect our students to strive to achieve their best at all times. In order to recognise these successes, students will receive REWARDS using a points system on SIMs. The categories for positive recognition are as follows:

Category	Numerical value/ 'points'	Examples
Responsibility	+1	<ul style="list-style-type: none"> • Peer modelling • Conduct/manners • Helpful to peers/ staff • Respectful towards others/ environment
Effort	+1	<ul style="list-style-type: none"> • Participation • Continued resilience • Improvement

		<ul style="list-style-type: none"> • Revision Sessions • Discussion
Work	+2	<ul style="list-style-type: none"> • Classwork to a high standard • Consistent quality of work • High standard of homework/ piece of homework/ project
Achievement	+3	<ul style="list-style-type: none"> • Consistently achieving target grade and/or above • Department celebration nomination • Continued excellent work produced in faculty/department
Representing the College	+3	<ul style="list-style-type: none"> • Contribution to wider community • Representing college/ house • Sports/ Sporting achievement
Dedication	+3	<ul style="list-style-type: none"> • Attendance • Personal achievement • House celebration nomination • Other awards across school e.g. LRC • School council
Student nominations	0	<ul style="list-style-type: none"> • Student of the week (<i>Highest number of reward points in a week – one per tutor group and postcard sent</i>) • Star student – (<i>nominations from each subject and house for year groups per half term - certificate</i>) • REWARD score – (<i>students who receive over the set benchmark of reward points – badge and certificate</i>)

Celebrating Rewards

Weekly: Each week a 'student of the week' will receive a postcard for the highest number of positive points in a week from their tutor. This recognises the student has gone above and beyond and can be taken home to be shared with parents/carers. This is logged on SIMs.

Half Termly: Each half term, the head of house and the heads of subject will allocate a 'star student' based students who have excelled across the categories in their subject area/ house from each year group. They will receive a certificate. This is logged on SIMs. There is also an opportunity to celebrate as a house the highest reward points received.

Termly: There will also be a further reward celebration which will occur at the end of each term. Students who have received student nominations will be placed into a prize draw. The REWARD scores will also be celebrated as follows with the students receiving a badge and certificate:

- 50 bronze
- 75 silver
- 100 gold
- 200 platinum

Yearly: Each year the College holds a Celebration of Achievement ceremony to recognise the good work from the students from across the College. With growing numbers, a KS3 and a KS4 ceremony will be held once a year with department nominations for students who have been successful across the curriculum or received a nomination for bespoke awards for representing the community.

There will also be special recognition from the Headteacher for students who have received points from across each of the REWARD categories across the year.

7.1 (b) Sanctions:

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

Internal Exclusion

Isolation of a pupil for part or all of the school day, completing work under the supervision of a member of staff. Internal Exclusion is a serious sanction and is set by a Head of House in agreement with a senior manager. The Parent(s)/Carer(s) will be notified about how the expected standards of behaviour have not been met which led to decision to internally exclude.

Referral room

As a school we hold that the most important right is to be secure at all times. Behaviour likely to undermine that security is consequently regarded as a serious breach of discipline. The following offences are totally unacceptable and warrant an automatic sanction, which may well be a period of time in the Referral room.

- Serious bullying (including racial or sexual harassment or homophobia)
- Swearing at a member of staff
- Threatening behaviour
- Violence towards another pupil
- Possession of illegal substances
- Deliberate damage to property
- Theft
- Actions that put the health and safety of any other member of the school community at risk
- Repeated disruption to teaching and learning
- Refusal to obey reasonable instructions (defiance) challenging and undermining the authority of staff
- Poor conduct of students outside of school

Referral Room

This is a seclusion room, in this room a pupil works under the one to one supervision of a member of staff from 8.15am – 3.45pm. The Referral Room is considered to be Kings International College's most serious in-school sanction. The room is clearly regulated and a pupil may only be placed in the room by the Headteacher. The Parent(s)/Carer(s) with their child will attend a face to face meeting with the Headteacher where the seriousness of the misbehaviour will be set out and expectations of standards refreshed. The Parent(s)/Carer(s) will receive notification about how expected standards of behaviour have not been met which led to placement in the Referral Room.

Managed Move

This is transfer to another school with the permission of the Parent(s)/Carer(s) with the intention that with successful supported transition a pupil will move permanently to another school

Fixed term exclusion

Consistent poor conduct following a fixed period of time within the Referral Room could result in a Fixed Term Exclusion. There will be incidents however that are deemed too serious which will result in a Fixed Term Exclusion without the aforementioned sanction.

Permanent Exclusion

The Headteacher may consider a permanent exclusion:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our complaints policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil roles and responsibilities or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every 2 years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every 2 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Mobile Phone policy
- Bullying policy

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every 2 years

Right	Responsibility	Meaning
I have a right to <u>feel safe and protected</u>	and a responsibility to <u>look out for others</u> .	This means: <ul style="list-style-type: none"> • I will not bully or intimidate others and will report any concerns regarding my, or others, safety • I will behave appropriately in school • I will behave appropriately to and from school • I will not bring dangerous or harmful items into school • I will use social media appropriately and not make any harmful comments to other
I have a right to <u>learn</u>	and a responsibility to <u>do my best at all times</u> .	This means: <ul style="list-style-type: none"> • I will attend school and be on time for registration and lessons • I will bring the right equipment and my bag to school • I will not prevent others learning • I will complete class and Personal Study to the best of my ability • I will be polite to and cooperative with any staff member • I will accept the consequences if I do not meet my responsibilities
I have a right to <u>be respected as an individual</u>	and a responsibility to respect others as individuals	This means: <ul style="list-style-type: none"> • I will treat others as I would want to be treated and respect their beliefs, viewpoints and individuality • I will follow the school uniform rules • I will ask for and receive support if I need it from staff member
I have a right to <u>be heard</u>	and a responsibility to <u>listen to others</u> .	This means: <ul style="list-style-type: none"> • I will listen to and speak to others politely. • I will have my views respected and taken into account
I have a right to <u>use school property and facilities when appropriate</u>	and a responsibility to look after my school environment.	This means: <ul style="list-style-type: none"> • I will not damage school or other people's property • I will look after rooms and furniture and leave them tidy • I will ensure that I put litter in bins • I will respect the school community