KINGSDOWN SCHOOL

Behaviour policy and statement of behaviour principles

Approved by:	Full Governors	Date: 14th February 2022
Last reviewed on:	February 2022	
Next review due by:	February 2023	

Contents

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 students 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
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions.

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
- Not following a direct instruction first time

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment (Child on Child Abuse) - meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These include:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers / vape pens
    - 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 student)

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
Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic /biphobic · Transphobic · Disability -based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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.

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour 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. The Headteacher is responsible for ensuring high quality training is in place for all staff.

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 students
- Recording behaviour incidents through the correct reporting system
- Championing each and every student

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 behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Tutor or Progress Leader promptly

6. Student code of conduct

Learning is our core business. Students and staff have the right to learn and work in an environment free from disruption. Excellent teaching and Brilliant learning is put at the heart of what we do every lesson, every day such that learners are provided with and encouraged to achieve high quality outcomes. We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a challenging, rich and relevant curriculum.
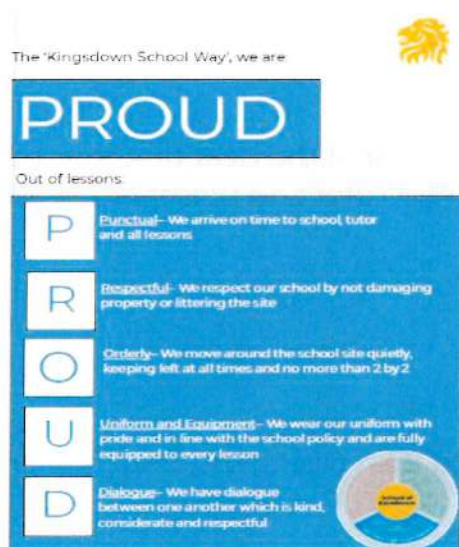
The three key priorities at Kingsdown are that:

- We know our students
- We teach them well
- We have high expectations

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move calmly 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 and on social media.
- Model the Kingsdown Beats inside and outside of lessons.

During lessons, a focus on full engagement is important and students are expected to follow SLANT. Beyond the classroom, our out of lesson expectations follow PROUD.

The 'Kingsdown School Way', we are:

PROUD

Out of lessons:

P — Punctual- We arrive on time to school, tutor and all lessons

R — Respectful- We respect our school by not damaging property or littering the site

O — Orderly- We move around the school site quietly, keeping left at all times and no more than 2 by 2

U — Uniform and Equipment- We wear our uniform with pride and in line with the school policy and are fully equipped to every lesson

D — Dialogue- We have dialogue between one another which is kind, considerate and respectful

At Kingsdown, we take responsibility for our learning

SLANT

During Lessons:

S — Sit up Straight- We sit up at our desk, sitting correctly on our chair.

L — Listen- We listen to the information being given by the teacher and to those involved in the class discussion

A — Answer Questions- We answer all questions from the teacher, sharing our thoughts if we are unsure.

N — Never Interrupt- We allow the teacher and other students to make their point fully before adding our point of view.

T — Track the Speaker- We look at the speaker at all times, whether that be the teacher or another member of the class

Kingsdown School has high expectations of all students in and around the site and during break and lunch times (outside of lessons). Students need to conform to the "Kingsdown Way" which includes the expectations outlined by "PROUD". Students will be expected to carry their Conduct Cards at all times. Where students do not meet our expectations, then staff will record a Conduct Point. Tutors will check Conduct Cards each morning and should a student receive 5 Conduct Points, then they will be issued with a 1 hour detention. If a student loses or washes their Conduct Card, then they will also be issued with a 1 hour detention. Parents will be notified of this by text message.

7. Rewards

7.1 Achievement Points

Achievement points are awarded to students throughout the lesson and around the school for recognition of good work and focus around the Kingsdown Beats. Points are accumulated throughout the year and contribute towards rewards trips, prom, badges

and other prize giving events. The tutor will have their home page setup to identify the rewards that the students have achieved.

Rewards are given in one of the Six Kingsdown Beats. These rewards are recognised daily- by achievement points, and fortnightly with badges of 'excellence'.

- **Pride-**Proud to be a Kingsdown student. Students take pride in their work and their journey as a student at Kingsdown.
- **Ambition-** Students are ambitious and always expect the best from themselves. There is no limit to what they can achieve
- **Stretch-**Students will work to the best of their ability in every lesson. They will stretch themselves to beyond what they thought was possible
- **Challenge-**Students will be curious, determined and resilient. They will work hard to overcome difficult tasks and will challenge their ability.
- **Respect-** Students are considerate and care about themselves, others and their surroundings. Mutual respect between everyone at Kingsdown is essential.
- **Responsibility-** Students take responsibility for their own actions. They know that they are the only ones that can control their own actions and they are responsible for this.

7.2 Beat Badges

- Badges will be awarded to students in the colour of the Beat that they have achieved. These are nominated termly by their Tutor and presented at the end of term awards assemblies.

Criteria for each beat

✓ Excellence/improvement

✓ Commitment to progress

✓ Consistent demonstration of the nominated Beat (Using the language on the Beat

7.3 Gold Cards

Gold cards are awarded regularly to students that have gone above and beyond in their lessons. Teachers aim to give three Gold Cards a week to motivate students and recognize high standards of work. These Cards are shared during tutor time and with parents.

7.4 The Lion Badge of Pride

This is the top award that a student can achieve. It is agreed by the tutor/Progress Leader and Assistant Headteacher which students are nominated for this award. This Is a badge of Pride in which students have excelled/ made rapid and sustained improvement across the six beats.

8. Behaviour management and Consequences

Every student at Kingsdown has the right to access high quality teaching that is free from disruption. To ensure that lessons proceed without disruption, we have the highest expectation of student behaviour to ensure that their opportunity to achieve is maximised. The Behaviour policy is underpinned by the Behaviour for Learning pyramid (Appendix 1)

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 students to be engaged
- Model the expected behaviours
- Develop a positive relationship with students, which may include:
    - Greeting students 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
    - Have a seating plan for every lesson.
    - Know the individual learning needs of all students

Students that choose to disrupt the learning of others will be dealt with in line with the procedure below:

- **Give a Warning**

    If a student is disrupting the learning of others or misbehaving in a lesson, they will be issued with a formal warning and a card issued to the student. This will be logged by the staff member on SIMS.

- **Arrange the Exit**

    If the student fails to rectify their behaviour and continues to disrupt the learning of others they will be exited from the lesson. Once exited from the lesson, an Annexe coordinator will collect the student from the lesson. The student will be escorted over to the Annexe for the remainder of the day. When a student is exited periods 1-4, they will remain in the Annexe until 3:30 the same day. When a student is exited periods 5 or 6, they will remain in the Annexe until 3:00. Whilst in the Annexe, the students will be given reflection time in preparation for the Restorative justice conversation with the exiting teacher. The following day will be a new beginning, the student will return to their normal lessons and checked in on by their Progress Leader/Annexe Coordinator.

    Parents will be notified of the exit by text message and the class teacher will call or email to discuss the exit.

8.2 Detentions

Detentions are set for a number of reasons including disrespect, failure to complete class/home learning or a more significant incident,

Conduct Detention; 1 hour
- Set by the tutor for a full or lost conduct card

Home Learning detention; 1 hour
- Failure to complete or submit homework to the expected standard

SLT; 2 hours.
- Set for some high level behaviours such as Truancy, bullying, smoking, failed B2 (after school detention) or 3 x exits/ B2 (after school detentions) in a 2 week cycle.

Where Home Learning is to revise for a test or assessment, students may receive a detention if there is no evidence of revision in preparation for the task. Students are encouraged to use techniques such as mind maps and flash cards to show evidence of effective revision.

Students attend detention in the VLC and will access their Home Learning through their Chromebooks. There are specialist staff supervising the detentions who can also offer support. For students who have missed 3 pieces of homework in a week, they will be referred to Home Learning support to assist in the completion of missed work. This support runs Monday – Thursday and students are required to attend for a 2 week period. This will be communicated to parents by letter.

a. **Annexe Day**
Following the outcome & review of investigations, serious incidents may result in an Annexe Day. Students will work in silence with work provided and will be housed in the Annexe.
Parents will be informed of this prior to, or as soon as students are placed in the Annexe. During the investigation of an incident involving several students, they may be placed in the Annexe whilst the investigation takes place. This is to ensure the safety of all students.

✓ **Sanctions are in line with the DfE's mental health and behaviour in schools policy (Nov 2018). In all cases, the school balances the interests of the student against the mental health and physical health of the whole school community. Where appropriate, reasonable adjustments will be made to support the needs of students during their time in the Annexe.**

8.3 Fixed Term Exclusions

As a last resort, Fixed Term Exclusions (FTE) may be used as a sanction to poor behaviour. This will be communicated to parents through a phone call and a letter. Following a FTE, a reintegration meeting will be held prior to the student returning to school. A parent will be required to attend this meeting during which our Inclusion

Framework to exclusion will be discussed. Alongside this, appropriate support will be put in place to support students and guide them to improve their behaviour.

8.4 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student 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 (Bound Book) and reported to parents (see appendix 3 for a behaviour log)

8.5 Behaviour Points

As well as gaining achievement points, students can also gain behaviour points. Every time students receive a behaviour log for adverse behaviour, for example, an exit from a lesson, disrespect to staff, detention- they will be awarded behaviour points. These points will be deducted from the total of achievement points. These will impact on the overall net points that the student has. Tutors will have the overview on their homepage which will inform their regular discussions. The consequences of the behaviour points are that the student will move further up the inclusion framework and will limit their opportunities to attend rewards trips and other events throughout the academic year.

8.6 Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

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

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. In some cases, we will need to notify the Police and Social Services.

8.7 Mobile Phones & Smart Watches

Phones must not be used at any time- including before school, break time and lunch time. Phones are permitted to be used after the school day and whilst on the school site when it is safe and timely to do so. Phones must always be switched off (not on silent mode) and kept out of view. If these rules are breached the phone will be

confiscated and given in to Student Services. The confiscation will be logged on the school system. Phones will be returned to students at the end of the school day and a notification will be sent home.

On the third time of confiscation and every time thereafter, parents/carers need to come into school to collect the phone.

At Kingsdown, we recognise that there is an increased place for modern technology and the use of smart watches in school will be treated in the same manner as a mobile phone. Whilst using a watch to tell the time is viewed as appropriate use, most features on a smart watch require for it to be connected to a mobile phone and therefore will be viewed as such. Should a staff member suspect a student is using a smart watch for reasons other than telling the time, it will be confiscated (as a phone would be) and the rules above will apply. These items are expensive and we recommend that they are not suitable for school.

8.8 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's Special Educational Needs Co-ordinator and Behaviour Leaders will evaluate a student 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 student, 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.

8.9 Off-site behaviour

Sanctions may be applied where a student 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.

8.10 Malicious allegations

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

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

8.11 Remote learning code of conduct

All students have signed the ICT acceptable use policy for using schools PCs and also Chrombooks both at school and at home. A copy of this can be found in the Online Safety Policy 2020. They must follow this at all times.

Misuse of these devices includes:

- Using inappropriate language (sexual, homophobic, racist or extremist) either in written form or verbally
- Searching, downloading or sharing inappropriate (sexual, homophic, racist or extremist) images
- Misuse of live links (sharing internally with students or externally to an unauthorised person)
- Reusing links outside of the designated lesson time to contact other students or to disrupt the learning of others.
- Making contact with staff using their personal email address.
- Making unauthorised videos of lessons or sharing.
- Trying to access the school IT network or infrastructure

Students suspected or found not to be adhering to the policy in any way will be sanctioned as detailed in this policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate. The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents should be reported to the police.

In the first instance the student will be contacted to inform them of the breach. The details of the incident will be shared with the parent and an explanation of our response and sanctions will be shared.

Sanctions for breaking this policy are as follows:

Minor breaches, the use of detentions, Annexe days and temporary bans from the school system will be used.

Significant breaches or incidents that involve dangerous, disruptive or inappropriate behaviour, more serious sanctions will be put in place. This may include exclusions

There may be occasions where parent meetings, headteachers' contracts may be put in place and further as an additional measure. Further training to ensure that our acceptable use agreement is clear and parents and students will be asked to resign the document.

9. Training

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

Behaviour management also forms part of Continuing Professional Development. Weekly strategies are shared in the staff 10 Clixs and morning briefings. Weekly behaviour data is monitored and shared with all staff to highlight any areas requiring development and attention. The data headlines via the Data Studio are shared with middle and senior leaders every 2 weeks. Here clear actions are identified for action.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.

12. Links with other policies and guidance:

This behaviour policy is linked to the following policies:

- Exclusions policy

- Child Protection and Safeguarding Policy
- Anti Bullying Policy
- SEN policy
- Attendance and Punctuality policy
- Uniform policy
- Online Safety Policy
- How to manage Harmful Sexual Behaviours
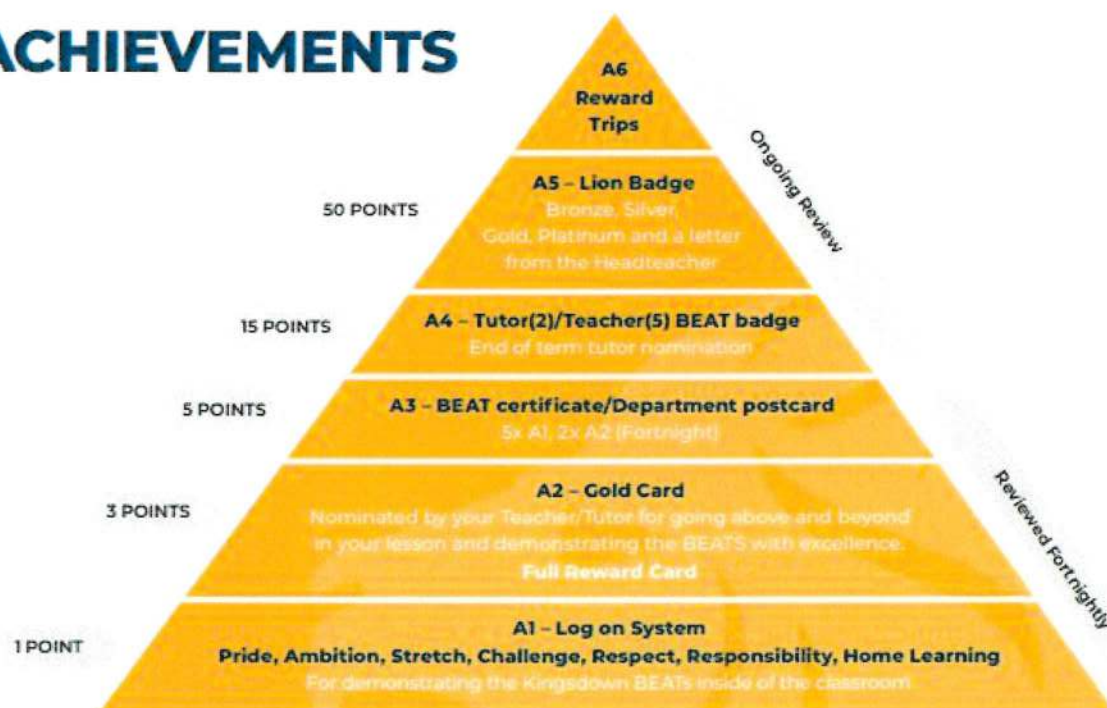- Young Carer Policy

Signed :

E Leigh-Bennett
Headteacher

Signed :

L Scragg
Chair of Governors

Date   :   14th February 2022

Date   :   14th February 2022

Appendices

Appendix 1- Behaviour for Learning Pyramid

ACHIEVEMENTS

A6
Reward
Trips

50 POINTS | **A5 – Lion Badge**
Bronze, Silver,
Gold, Platinum and a letter
from the Headteacher

15 POINTS | **A4 – Tutor(2)/Teacher(5) BEAT badge**
End of term tutor nomination

5 POINTS | **A3 – BEAT certificate/Department postcard**
5x A1, 2x A2 (Fortnight)

3 POINTS | **A2 – Gold Card**
Nominated by your Teacher/Tutor for going above and beyond
in your lesson and demonstrating the BEATS with excellence.
Full Reward Card

1 POINT | **A1 – Log on System**
Pride, Ambition, Stretch, Challenge, Respect, Responsibility, Home Learning
For demonstrating the Kingsdown BEATs inside of the classroom

Ongoing Review

Reviewed Fortnightly

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1 POINT | **B1 - Log on System**
Warning in lessons, Line 10, not following the BEATs, mobile phone

3 POINTS | **B2 - 1 Hour After School Detention**
3 x Warnings, Full/lost conduct card, 3 x Line 10, 1 missed Home Learning,
3x mobile phone, disrespect, no ingredients/equipment

5 POINTS | **B3 - 1 Day in the Arena until 3:30** Exit- not following
the BEATs in or outside of the lesson. Incident that does not
require a warning, Anti social behaviour, 2+ truancy

15 POINTS | **B4 - Friday 2 Hour SLT detention** 3 x Exits, 3 x B2,
Confirmed Bullying, Truancy, Smoking, Failed B2

50 POINTS | **B5 - Fixed Term Exclusion** 3 x B4,
Abuse, Racism, Homophobia,
Drugs, Theft, Vandalism,
Failed B3, B4

B6
Permanent
Exclusion
5 x B5

Reviewed Fortnightly

Ongoing Review

BEHAVIOUR