



THE
KINGSLEY
SCHOOL

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Behaviour Policy



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The Kingsley School sets high standards in all areas of school life: the Rewards and Sanctions (Behaviour) policy aims to ensure that all members of the school community feel safe and secure at school, and are able to work to the best of their ability.

The policy is closely linked to the aims of the school, in particular the aims:

- To encourage all pupils to fulfil their potential in all areas;
- To demonstrate a care and concern for pupils as individuals;
- To create an environment where the educational process is enjoyable and valued;
- To encourage all members of the school to respect and value the diversity of our culture and society;
- To encourage all members of the school to develop responsibility towards individuals, the community and the environment;
- To develop self-confidence;
- To promote and respect the mental and physical wellbeing of all staff and pupils

To promote the welfare and security of staff and pupils.

Relationship to other policies

This policy has significant links with the pastoral policies for all sections of the school.

- The Child Protection and Safeguarding policy
- The anti-bullying policy
- The anti-cyber bullying policy
- The search, screen and confiscation policy
- The drug education policy
- The equal opportunities policy
- The WISF Expulsion, Removal and Review policy
- Use of Reasonable Force or Restraints Policy

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment



- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- 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 or work ethic

- Not following staff instructions
- Poor manners or disrespectful behaviour
- Incorrect uniform

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, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as 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 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. Rights and responsibilities

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 WISF Expulsion, Removal and Review policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and 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

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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 discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	and 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

Please refer to the Anti-bullying Policy for information on the school's response to bullying and cyber bullying as well as record keeping and preventative measures.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Deputy Head (Wellbeing and Pastoral) and Head of Prep School
- Giving due consideration to the school's statement of behaviour principles (appendix 1) Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

6.4 Parents and carers

Parents and carers, where possible, should:



- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals if required.

7. School behaviour curriculum

Pupils 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 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 or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7.1 Mobile phones

In the Prep school pupils who use the school bus service are permitted to bring mobile phones to school. These must be handed in to the school office for safe keeping and are returned at the end of the school day.

In Senior School and Sixth Form Mobile phones must be switched off while in school and stored safely. Only if a teacher has specifically asked pupils to use their phones in a lesson can they be got out during lessons.

Mobile phones are equipped with a built-in camera which must be used responsibly and used with teacher permission only. The use of personal cameras to take or send images of members of the school community is strictly forbidden. The school takes very seriously any use of images to hurt or threaten students or members of staff. Any misuse of images will be dealt with according to the school's discipline policy, and may involve informing the police.

The School takes very seriously any use of images to hurt, coerce or threaten pupils or members of staff. Any misuse of images (including when images are taken and/or shared without consent) will be dealt with according to the school's behaviour policy, and may involve informing the police. Smartwatches are not allowed to be worn under exam conditions.

Year 11 and the Sixth Form may use their phones in their respective common rooms only. Sixth Form students may use phones in the study rooms when they use personal headphones and do not disturb others. Sixth form quiet rooms are for study purposes and hence should display a quiet atmosphere at all times.

7.2 Classroom management

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

They will:

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



7.3 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.4 Uniform

A full description of the uniform is given in the Parents' Information handbook, and on the school website. We expect parents to support the school in ensuring that students look smart and neat.

- Students are expected to wear their uniform smartly and neatly. It should be in a good state of repair and complete.
- Skirts should be a respectable length (no more than 2 inches above the knee), and shoes should be safe for school wear, and well-fitting.
- Hair should be neat and tidy and of a naturally occurring colour. Permitted jewellery is a simple cross (or other appropriate religious symbol), and no more than two pairs of stud earrings should be worn. Scrunchies or slides should be school colours.
- Make up is not permitted. This includes coloured nail varnish and false nails and false eyelashes (including coloured or talon-style gel/acrylic nails) and hair attachments. Students will be provided with the correct products to remove make up and nail polish. Students with false/acrylic/gel nails who do not remove them within 24 hours may be removed from timetable until the issue is resolved.
- Facial piercings, visible body piercings, visible tattoos, and strong or multi-coloured hair dyes are not acceptable.
- Students are expected to wear their blazers outside school, unless given explicit permission to do otherwise.

All members of staff are expected to ensure that students meet high standards of smartness and appearance.

Students will be given verbal reminders about uniform and sanctions issued for repeat offence when other interventions have been exhausted. Students in the Preparatory School will be given verbal reminders about uniform and in the event of repeated infringement, parents will be notified by the Head of Prep School.



Sixth Form dress code

A smart business-like appearance sets a purposeful climate for learning and raises the School's reputation in the community. Sixth Form students have a responsibility to set a good example to younger students and to act as ambassadors for the school.

- A jacket in a dark colour with a complementing skirt, trousers or a dress. Patterns should be kept to a minimum to give the overall effect of smart business like attire.
- Optional smart cardigan, no longer than the length of the jacket.
- Skirts must be a suitable length. They should not be too tight; no body contour skirts are to be worn.
- Tops can be any colour, but should not expose the midriff nor be low cut. Vests and strappy tops are not allowed.
- Shoes should be safe and should complement the smart image of the dress code
- Shoes must be suitable, no trainers or casual shoes and boots should be worn.
- There should be no leggings or denim worn.
- Sixth form may wear natural make up and nail varnish

7.5 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Positive behaviour will be rewarded with:
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year-group rewards, such as a popular activity Merits - differentiated by category in Isams.
- End of term celebrations
- Stickers and subject certificates
- Year and form certificates and prizes
- Mention in year assemblies
- Mention in celebration assemblies, newsletters or on the website
- Showing work to; sharing good behaviour or celebrating success with the Headteacher



- Headteacher's commendations
- Consistently excellent behaviour is awarded weekly and monthly:
 - No S1s in a week = 1 merit awarded
 - No S1s in a month = 3 merits awarded

7.6 Sixth Form specific rewards

- Scratch cards can be awarded by any member of staff for good conduct, appearance, attitude to study, work ethic etc.
- Sixth Former of the Month is awarded each month that we are in School, based on the greatest number of staff nominations for any one student. All nominations are shared with the students.
- Phone calls, letters or postcards may be sent home.
- An accumulation of previous good behaviour, academic progress etc. may culminate in nominations for prizes to be awarded at Summer Prize Giving.

7.7 Prep School specific rewards

In order to promote positive behaviour, many different rewards for work, conduct and contribution to school life may be used. They should be used generously to reward normal expected behaviour, in terms of work, conduct and appearance, rather than outstanding good behaviour only. Rewards may include

- Verbal praise
- Written praise: this should be precise and specific
- House points
- Stickers
- Marvelous manners ticket
- Postcards home
- House point certificates at the end of the term
- Nomination in Work of the Week (WoW) assemblies
- End of term celebrations
- Mention in celebration assemblies, newsletters or on the website
- Showing work to; sharing good behaviour or celebrating success with the Headteacher
- Headteacher's Award
- Letters home



7.8 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Staff will endeavour to ascertain context when pupils display irregular behaviour and will use questioning techniques to understand the pupil's motivations for their choices.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Corporal punishment is not used in any part of The Kingsley School

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Fixed term exclusion or internal exclusion
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.9 Sanctions for inappropriate behaviour Senior School and Sixth form

Sanction 1 (S1)

Formal Warning:

- Academic
- Punctuality
- Uniform
- Community
- Misuse of ICT/Social Media
- Health & Safety/Safeguarding

Sanction 2 (S2)

Lunchtime detention (which includes a restorative conversation)

12:25 – 12:45pm

Head of Departments rota

Sanction 3 (S3)

Afterschool detention

Tuesday 16:10pm – 17:10pm

Member of SLT rota or HOY

Sanction 4 (S4)

Internal exclusion

Sanction 5 (S5)

External exclusion

Sanction 6 (S6)

Permanent exclusion

Accumulation of Sanctions: the accumulation of sanctions resets at the start of each term

1. 3 x S1 in any category per month = S2
2. 3 x S2 in any category per term = S3
3. 3 x S3 in any category per term = S4
4. 3 x S4 in any category per academic year = S5

7.10 Sixth form specific sanctions

The mutually respectful ethos in Sixth Form does not require formal sanctions. However, should a student fall short of our expectations we will follow a 3 step plan:

1. A discussion with the student and their Head of Year or Head of Sixth Form to agree targets for immediate improvement.
2. A phone call or email home to inform parents/guardians and request their support with the agreed student targets.
3. An invitation to parents/guardians to attend a meeting in School to enable further discussion and to identify strategies to support student improvement.

7.11 Behaviour Levels and Sanctions (Senior School & Sixth form):

Sanctions are designed to make clear to individual students and their peers that certain behaviours will not be tolerated. Sanctions which may be used include:

1. Academic	Possible Sanction
Homework not presented on time or not fully completed.	S1 or S2
Repeated homework issues	S3 → S4
Lack of effort in class	S1
Unprepared for learning e.g. no homework diary, equipment, books, sports kit	S1 or S2
Low-level disruption (for example disrupting the learning of others or not following staff instructions)	S1 → S3
Non-attendance at a school event or fixture without notifying staff (possible escalation if this occurs more than once)	S1
Plagiarism Cheating in internal exams	Refer to Asst Head Academic S2 → S3
2. Misuse of ICT/Social Media	
Misuse of social media or mobile device	S2 → S4



Minor inappropriate use of mobile device	S1 → S3
Serious misuse of mobile device, sexting, filming or taking images (including the bus) which causes upset or threat others	S3 → S6 permanent exclusion
Bringing the school into disrepute	S4 → S6 permanent exclusion
3. Behaviour	
Punctuality, late to lessons, tutor time, registrations, assemblies	S1 → S3
4. Uniform	
Unacceptable uniform or appearance including chewing gum	S1 → S4
5. Community	
Any anti-social behaviour such as: <ul style="list-style-type: none"> • Damage to school property • Dropping litter, damage to another person's property • Failure to follow staff instructions during break/lunch time 	S1 → S5
Bullying/racial/sexist/gender/homophobic comments or threatening behaviour	S2 → S5
6. Health and Safety / Safeguarding	
Leaving the premises without permission, internal and external truancy	S2 → S6. Possible removal of privileges for senior students.
<ul style="list-style-type: none"> • Stealing from others or the school • Physical or verbal aggression (towards staff or students) • Dangerous behaviour • Inappropriate physical contact • Failing to sign in or out 	S4 → S6 permanent exclusion S3 → S6 S4 → S6 S2
Possession or consumption of alcohol and/or drugs, smoking, including electronic cigarettes, bringing dangerous items into school e.g. penknives, lazer pens etc	S4 → S6 permanent exclusion
Supplying banned items including drugs, alcohol and smoking paraphernalia	S6 permanent exclusion



7.12 Prep School Sanctions for inappropriate behaviour

Sanctions are designed to make clear to individual students and their peers that certain behaviours will not be tolerated. Sanctions which may be used include:

- Verbal reminders and warnings
- Withdrawal of privileges
- Use of /change of seating plans
- Loss of a break time or lunch time play to consider the impact of behaviour on the wider community
- Being put on a green card report: form teachers may personalise Support/Monitoring Cards to cover such issues as organisation, attention, completion of homework, as well as behaviour and attitude. Support/Monitoring Cards forms need to be completed by the teacher at the end of each lesson, and they are usually sent home to be signed by parents at the end of each day. Students are usually on Support/Monitoring Cards for a fixed period to support them in their efforts to manage their own work or behaviour.
- Letters or phone calls to parents may alert parents to problems with behaviour and attitude at any time.
- Student-school contracts and or positive behaviour plans may be used to clarify the expectations of behaviour
- Scholarships may be withdrawn.
- Internal isolations: a student may attend school but not classes
- Suspension (AKA External exclusion) – please refer to WISF Expulsion, Removal and Review policy
- Expulsion (AKA Permanent exclusion) – please refer to WISF Expulsion, Removal and Review policy

Sanction 1 (S1)

Formal Warning. Parent will be informed of the S1 via Class charts notification and possibly followed up with an email or phone call from the class teacher. Additional support mechanism may be implemented to encourage the correct behaviour such as monitoring cards or rewards charts.

Sanction 2 (S2)

Loss of privileges at break/lunchtime. Parents will be informed by class charts notification and followed up by an email or phone calls. Additional support mechanism may be implemented to encourage the correct behaviour such as monitoring cards or behaviour contracts.

Sanction 3 (S3)

Afterschool detention

Tuesday 16:10pm – 17:10pm

Head of Prep school



Sanction 4 (S4)

Internal exclusion

Sanction 5 (S5)

External exclusion

Sanction 6 (S6)

Permanent exclusion

7.13 Behaviour Levels and Sanctions (Prep School):

Sanctions are designed to make clear to individual students and their peers that certain behaviours will not be tolerated. Sanctions which may be used include:

Infringement of school expectations	Possible Sanction
<p>Low level infringement of school expectations. This may include infringements such as:</p> <ul style="list-style-type: none"> • Wearing incorrect uniform • Not completing work after a verbal warning • Chewing gum • Not being punctual • Low level disruption in class or on or off site • Poor behaviour at lunchtime and/or afterschool club • Not following staff instructions after a verbal warning 	<p>S1</p>



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Medium level infringement of school expectations. This may include infringements such as: <ul style="list-style-type: none">• Dangerous behaviour• Inappropriate online behaviour• Bringing in a mobile phone without permission• Persistent infringement of school expectations• Damage to school property• Physical or verbal aggression• Repeated S1s despite interventions being put in place	S2 → S3
Severe infringement of school expectations. This may include infringements such as: <ul style="list-style-type: none">• Possession of banned items or dangerous items e.g. penknives, laser pens	S4 → S6

Please note all cases are taken on a case-by-case basis. The sanctions are issued as guidelines and will be escalated as required.

8. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please refer to the Use of Reasonable Force or Restraints Policy

9. Confiscation and searches and screening

- Confiscation – Please refer to The search, screen and confiscation policy

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips or sports fixtures)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

11. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

12. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/Member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

12.1 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

12.2 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

13. Serious sanctions

13.1 Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents. The sanction will be logged on Isams.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

13.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the pastoral or Senior Team or the librarian team in the Prep school office, LRC or Pastoral Room (Rm 7). Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning support staff or access to the school Wellbeing counsellor
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on My concern or Class charts.

13.3 Suspension and permanent exclusions

The school can use fixed term exclusion (suspension), internal exclusion and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our The WISF Expulsion, Removal and Review policy

14. Responding to misbehaviour from pupils with SEND

14.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school's approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (pastoral room or Sky room) where pupils can regulate their emotions during a moment of sensory overload

14.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

14.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

14.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

15. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead



- A report card with personalised behaviour goals

16. Pupil transition

16.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

16.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

17. Training

Regular staff training is sourced and provided to reflect the specific needs of the current cohort.

18. Monitoring arrangements

18.1 Monitoring and evaluating school behaviour The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, Internal exclusion and Fixed Term exclusion (suspension) Incidents of searching, screening and confiscation

The school will use the data to ensure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified, the school will review its policies to tackle it.



18.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher, Deputy Head (Pastoral and Wellbeing), Head of Prep and The Kingsley Governing committee at least annually, or more frequently, if needed. At each review, the policy will be approved by the Headteacher.