



The King's (The Cathedral) School

Behaviour Policy

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| Ratified By: | Governing Body |
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CONTENTS

1. KEY PRINCIPLES.....3

2. REWARDING POSITIVE BEHAVIOUR.....3

3. STAFF POWER TO DISCIPLINE.....4

 3.1 Dealing with poor behaviour5

 3.1.1 Within a classroom environment.....5

 3.1.2 Outside class time, within the school grounds.....6

 3.2 ADDITIONAL SANCTIONS.....6

 3.3 ADDITIONAL SUPPORT PROVIDED TO STUDENTS7

4. THE ROLE OF PARENTS AND CARERS IN ENSURING POSITIVE BEHAVIOUR7

5. TRAINING NEEDS FOR STAFF8

6. THE RIGHT TO SEARCH8

7. PHYSICAL CONTACT BETWEEN STAFF AND STUDENTS8

APPENDIX A9

APPENDIX B.....10

 CODE OF CONDUCT10

1 KEY PRINCIPLES

This policy should be read in conjunction with the School Bullying Policy and the School Exclusion Policy.

We believe that strong behaviour underpins the calm and purposeful atmosphere enjoyed at the school and is an important factor in supporting pupils and staff with their mental health and wellbeing. The School recognises three clear principles:

- All members of The King's School community have the right to feel safe
- All members of The King's School community have the right to learn
- All teachers of The King's School staff have the right to teach

To this end we expect students to have respect for fellow pupils, staff and visitors; beliefs of members of the community; the school environment and property of others.

Students at the school have responsibilities:

- To work hard, and to the best of their abilities
- To be punctual to registration, lessons and activities
- To be kind and help others where they can
- To behave responsibly at all times
- To be smart in appearance

2 REWARDING POSITIVE BEHAVIOUR

We expect behaviour at Kings to be excellent and for students to behave in a mature, considerate, and calm manner. Staff are encouraged to recognise and celebrate the positive behaviours that occur on a daily basis. Staff are asked to award achievement points (through the School's SIMS system) to pupils who have consistently:

- Worked hard
- Shown initiative
- Worked independently
- Been helpful to staff and fellow pupils
- Produced work of a high standard
- Taken part in extra-curricular work

All staff should award achievement points as they feel appropriate.

All pupils within the School should be eligible for Achievement Points, not just high achievers. As well as rewarding work of a high standard, pupils who display great levels of effort in their work should also be rewarded, irrespective of their ability levels.

It is good practice for each Form Tutor to have their SIMS home screen set up in such a way that they can easily see their own form for the day, allowing quick, informal praise to be given at registration time, as and when appropriate.

Achievement points are recorded on SIMS, when certain figures are reached; these trigger standard achievement letters to be sent home, as follows:

At Key Stage 2:

Team points are awarded and accrued on the Class Wall-chart
A trophy is presented to the winning house on a weekly basis

Any pupil gaining five or more Team Points in a week is presented with a certificate

At Key Stage 3:

At **15** points, pupils have a letter sent home from the AHoY

At **30** points, pupils have a letter sent home from the SLT Link for that Year

At **50** points, pupils have a letter sent home from the Headteacher

At Key Stage 4:

At **10** points, pupils have a letter sent home from the AHoY

At **20** points, pupils have a letter sent home from the SLT link for that Year

At **40** points, pupils have a letter sent home from the Headteacher Achievement points are calculated on an annual basis.

Exceptional achievements are celebrated in assembly or / and by the use of social media. Achievement assemblies are run termly by our Academic Heads of Year and Assistant Headteacher.

Staff are encouraged to nominate one student per year for a Headteacher commendation. These awards recognise exceptional achievements either in or outside of the classroom.

Prizes are awarded at Speech Day for those who have achieved high standards or those who have displayed high levels of effort, irrespective of ability, during the previous academic year.

2.1 Additional Ways of Celebrating Achievements

As well as the prizes awarded at Speech day, we are also keen to celebrate the significant achievements made by individuals in extra-curricular activities, in their own time, or in their continued commitment to our community. These successes are key to the happiness, development and maturity of the individual and are worthy of celebration. These include:

- Letters sent home every term for those whose reports shows they have reached their target grade in all subjects.
- Badges in recognition of service of members of the student council.
- Badges awarded for significant achievement in subject areas and extra-curricular participation
- Postcard to reward one-off excellence.
- Individual departments have reward systems for outstanding contributions to the subject area.
- Use of social media: Facebook, Instagram and website to celebrate success.
- Award assemblies each term and at the end of the year.
- Appointment to senior roles within the sixth form

3 STAFF POWER TO DISCIPLINE

We believe that by treating students with respect and fairness and teaching them well they will respond positively. Discipline must be part of a positive atmosphere of achievement, rooted to the work they are being asked to complete. In order to create an ethos where mutual respect is the norm the senior leadership team will support staff's authority to discipline students and ensure that this happens consistently across the school.

It is a key responsibility of staff to manage the behaviour of the students they are responsible for, supported by senior staff and our pastoral support team. Teaching assistants and other paid staff also have the power and are encouraged to discipline students where their behaviour falls below expectations. When dealing with disciplinary matters, staff are to remain calm, firmly and politely taking the necessary steps in a way that does not escalate the issue. Staff should be clear which sanctions require records to be kept on our online system.

Staff power to discipline applies to students in and outside school, in the following circumstances:

When the students are:

- Taking part in any school related or organised activity
- Travelling to and from school
- Wearing our uniform
- In some way identifiable as a student at the school

Or behaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another member of the school
- Could adversely affect our reputation
- Could violate the dignity of another person
- Creates a hostile, offensive or sexualised environment

3.1 DEALING WITH POOR BEHAVIOUR

When behaviour does not meet expectations staff should use the following system, moving to the next level only if issues persist and this should be used in conjunction with effective interventions to limit escalation as far as possible. It is important to only punish those specific students whose behaviour falls short of our expectations; it is never appropriate to punish whole classes or large groups for the behaviour. All sanctions applied should be proportionate to the circumstances. Whilst the school aims for consistency in approach, staff must have due regard to the student's age and any special educational needs or disabilities they may have.

3.1.1 Within a Classroom Environment

It is important that staff have high expectations of all students regardless of age or ability level. It is important that lessons are well planned and implemented with effective adaptations in place to support specific learning needs. Staff are encouraged to meet pupils at the door and welcome them into the classroom. Students should be asked to sit in a seating arrangement agreed by the member of staff. Staff are encouraged to build relationships with pupils both inside and outside of the classroom. As reflective professionals, teachers should look to their own practice to promote pupil engagement.

When problems are beginning to arise, staff should intervene in a timely manner. Staff should be proactive when dealing with behaviour. The schools focus has been on creating a positive climate for learning, this policy, the associated systems and training are based on the latest research. Appendix A provides specific detail on these principles.

Where the behaviour of students is inappropriate and not conducive to learning, staff should follow the simple steps below. Professional discretion should be applied regarding the speed of escalation within a general context of not allowing the learning of other students to continue to be disrupted.

Staff Action that **does not** need to be recorded electronically.

- Students should be warned that their behaviour is falling below expectations. This should be phrased in a supportive manner (e.g. "this work is not up to your normal high standards") or in a non-confrontational manner with a focus on the behaviour rather than the individual ("e.g. the rules are that students speak to their partner about the work rather than turning around").

- The student should be moved within the classroom itself. This should be normally possible within the classroom environment. Staff can make a decision whether the move of seats is temporary or permanent.
- The student should be warned that they will receive a detention. The language should be clear (“e.g. if you continue to break our rule on XXX you will receive lunchtime detention”).

Escalating Action that **does** need recording electronically.

- Where the action above does not resolve the situation an initial lunchtime detention should be issued, ideally at the nearest opportunity. The detention should be 30 minutes in length. Within the detention staff should find time to discuss the behaviour that resulted in the sanction. Students should then complete any work from the subject that the member of staff believes is appropriate (e.g. work not completed due to the low-level disruption above).
- If there is a repeat of the behaviour then colleagues should issue an after-school detention ideally at the nearest opportunity. Please see guidance available on Staff Share for how to record this. An after-school detention should be an hour in length and follow the same principles as above.

Extreme Behaviour

- On the rare occasion that the behaviour of a student within a lesson is extreme (e.g. swearing at a member of staff, racist language to a student, threatening behaviour) the member of staff should email oncall@kings.peterborough.sch.uk. At this point a senior colleague or member of the Pastoral Support Team will remove the student. They will typically be isolated whilst the incident is reviewed and a decision regarding possible additional sanctions considered.
- It is important that any extreme behaviour is reported accurately on our electronic system to aid consistency of approach. Behaviour, which is offensive, racist, homophobic or aggressive is not tolerated and should always be escalated.

3.1.2 Outside Class Time, within the School Grounds

Our expectations are that students continue to behave maturely and considerably outside of the classroom such as at break and lunchtime. We believe that the majority of indiscretions (e.g. boisterous behaviour, uniform infringements) can be dealt with through a quiet word by a member of the staff on duty.

- Issues should be dealt with as they occur - to ignore is to condone. It is important that all staff contribute to challenging behaviour and ensuring high standards.
- More serious issues should be passed to the appropriate Senior Leader who is the duty lead for that day.

3.2 ADDITIONAL SANCTIONS

Where appropriate the following sanctions can be used by staff:

- A short cooling off period outside of the classroom (no more than 2-5 minutes)
- The confiscation of a student’s personal item which is breaking school rules, providing a distraction or creating a possible health and safety challenge (e.g. mobile phone, headphones, wrong sized ball). These should normally be returned at the end of the day by collecting from Pastoral Support/Pupil Reception apart from repeat offenders where the confiscation may last for a longer period of time
- Asking students to come back at breaktime for a short period (e.g. to re-sit a test)
- Removal from lessons by the Head of Department (in consultation with a senior leader). This should not become the norm and should be used as a short-term solution (e.g. whilst conflict is being investigated). In

some circumstances it may be necessary to move the student permanently to a new class for the benefit of their learning and others

- Working in isolation in pastoral support. This is typical when a serious issue is being investigated, as a sanction after an incident or when a student refuses to comply with instructions from a member of staff
- Meetings with parents or carers
- School based community service, for example supporting our site staff. This is typically where the offense links to this sanction (e.g. vandalism)
- Requiring the student to rectify or pay for the damage caused
- Academic Head of Year Report
- Suspensions. These can only be issued by the Headteacher and are for more serious breaches of the school's code of conduct or if other strategies for managing low level disruption have not been successful. The school has a clear line on behaviour. Vaping offenses and fighting are always sanctioned by suspensions
- Permanent Exclusions. These can only be issued by the Headteacher and more details are available within the Exclusion policy.

3.3 ADDITIONAL SUPPORT PROVIDED TO STUDENTS

It is important that where students consistently struggle with managing their behaviour that strategies are considered to support. The list below is a useful checklist but not exhaustive as the support that the school and external agencies are able to offer does vary depending on resource availability.

- Identification of a key worker who can work closely with the student. This will typically be an Academic Head of Year or identified adult. This may include vetted adults within the local community (e.g. a religious leader). The expectation will be that students have regular contact with their key worker
- Mentoring from a chosen sixth form student who will act as a role model
- Regular meetings with parents and possible parenting contracts
- Consideration to Managed Moves to other local schools
- Individual Pastoral Support Plan
- Accessing External Providers (e.g. Anger Management, Trauma Support, Crew Trident)
- Curriculum modifications
- A meeting with a number of teachers to consider additional strategies within the classroom
- A referral to the Peterborough Behaviour Panel who will make suggestions regarding other strategies available locally
- Engagement with our SEND team as appropriate.

4 THE ROLE OF PARENTS AND CARERS IN ENSURING POSITIVE BEHAVIOUR

Parents/Carers are vital in helping all pupils achieve the very best of themselves whilst at The King's School and it is important that families engage fully with the school with any behaviour related issues. This may include the following:

- Support and uphold the Home-School Agreement
- Attendance at any scheduled meetings including readmission meetings following suspensions
- Active engagement with external agencies including completing tasks related to the work of Early Help referrals or equivalent
- Contributing to parental contracts and consistently applying rewards and sanctions within the family home
- Regular checking of daily reports
- Attendance at parents' evenings

5 TRAINING NEEDS FOR STAFF

Behaviour management should be a key component of the effective induction of new staff. Where appropriate this should be a feature of whole staff training with opportunities for additional specialist aspects to be included within the optional CPD programme.

6 THE RIGHT TO SEARCH

In line with legislation (Education Act 2011) no pupil can ever be in possession of the following items whilst wearing The King's School uniform or on The King's School premises:

- Weapons
- Alcohol
- Controlled drugs
- Stolen property
- Tobacco, cigarette papers, lighter/matches, vaping materials
- Pornographic images (images which it is an offence to possess)

Members of staff have the right to search any pupil, without their consent, if he/she suspects that the pupil is carrying any of the above. Staff are advised:

- To have another staff member present when searching a pupil believed to be in possession of any of the above items
- That the search should be completed by a member of staff of the same sex as the pupil to be searched
- In extenuating circumstances where a member of staff makes a judgement that a pupil is carrying an item which renders them a danger to themselves or others then the member of staff concerned may conduct a search without another member of staff being present and regardless of gender
- If it has been necessary to search a pupil then the member of staff should complete a signed written account justifying the need for the search to have been conducted and the content of what was found on the pupil. This account should be dated and given to the Headteacher
- The School has the right to dispose of these items. Should a pupil be found in possession of prohibited images (i.e. images which is an offence to possess) the matter will be passed onto the police
- The School has the right to use non-invasive assisted technology within the search process.

7 PHYSICAL CONTACT BETWEEN STAFF AND STUDENTS

There are occasions when it is entirely appropriate for staff to have physical contact with pupils, but it is crucial that they do so in ways appropriate to their professional roles. When physical contact is made, this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.

The circumstances in which staff can physically intervene with a student is covered by the 1996 Education Act. Staff may legitimately intervene to prevent them committing a criminal offense, injuring themselves, causing damage to property and to maintain good order. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offense.

APPENDIX A

We believe that effective classroom management is based on the following principles:

Routines

- Meeting students at the door
- Seating plans

Positive Reinforcement

- Recognising achievement
- Non-verbal cues
- Verbal praise
- Tangible rewards

Effective Learning Environment

- Varied approaches to teaching
- Minimal distractions
- Positive language
- High expectations for all

Interventions

- Modelling appropriate behaviour
- Positive reinforcement and the use of praise
- Positive correction
- Consistent and firm application of rules
- Use of verbal and non-verbal communication
- Listening to pupils and respecting their opinions
- Remaining vigilant (pre-empting unacceptable behaviour)
- Dealing positively with lateness and non-attendance

De-escalation (taken from Tom Bennett 'Creating a Culture' 2017)

- Visible and formal consequences
- You can - and should use these, per the school policy
- Reminders of task
- Distraction/redirection
- Praise for past behaviour
- Warning
- Eye contact
- Proximity
- Private conversation

The above lists are representative of the ways in which staff can pre-empt and behaviour problems and deal with them effectively if they do arise within the classroom.

APPENDIX B

CODE OF CONDUCT

Pupils and staff of The King's (The Cathedral) School treat one another with respect and courtesy; their individual behaviour is orderly and civilised; they move calmly and efficiently from place to place, arriving punctually for their lessons and other appointments.

The King's (The Cathedral) School is a large community. During the day a large number of people work within the School. We, therefore, depend on each other to make the School run smoothly. Every member of the School should act in a responsible, polite, sensible manner, having respect for all other people and their property. This means that pupils should:

- Move around the buildings, in a quiet manner, not running, pushing or shouting. This may mean allowing people to pass or opening doors for others. Outside School, pupils must remember that they take the reputation of the School with them, wherever they go. Therefore, they should always act in ways which enhance our reputation.
- Speak politely to everyone.
- Follow requests made by Staff.
- Keep the School neat and tidy. This includes putting all litter into the bins provided, keeping the furniture and walls free from graffiti, being careful with displays. Rooms should be left clean and tidy at the end of each lesson, breaks and lunch times.
- Eat and drink only in the dining room or outside. Gum is not acceptable anywhere.
- Smoking or vaping is not permitted in School and/or when wearing their school uniform.
- Be correctly and smartly dressed in full school uniform from the time they leave home, to when they return. Pupils should change back into full uniform after all PE lessons.
- Arrive at lessons with all the items of the basic school equipment list plus all relevant exercise and textbooks.
- Sit correctly on chairs, and not tables.
- Meet all deadlines set for the completion and handing in of work.
- Thank members of Staff when appropriate, e.g. following an out of school activity.
- Do not obstruct pavements, especially when waiting for buses, or walking to the Cathedral and Sports Fields.
- The classroom (including laboratories, technology areas and the Hall) during lesson time is a place of work where there need to be rules to allow everyone to work safely, successfully and enjoyably. The computer facilities should be used for the educational purposes for which they are intended.