



The King's (The Cathedral) School

Behaviour Policy

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CONTENTS

1. KEY PRINCIPLES 3

2. REWARDING POSITIVE BEHAVIOUR 3

3. STAFF POWER TO DISCIPLINE 5

 3.1 Dealing with poor behaviour 6

 3.1.1 Within a classroom environment 7

 3.1.2 Outside class time, within the school grounds 9

 3.2 ADDITIONAL SANCTIONS..... 9

 3.3 ADDITIONAL SUPPORT PROVIDED TO STUDENTS 10

4. THE ROLE OF PARENTS AND CARERS IN ENSURING POSITIVE BEHAVIOUR 10

5. TRAINING NEEDS FOR STAFF 11

6. THE RIGHT TO SEARCH11

7. PHYSICAL CONTACT BETWEEN STAFF AND STUDENTS 11

APPENDIX A..... 12

APPENDIX B..... 13

 CODE OF CONDUCT 13

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. 1 Corinthians 12:12.

1 KEY PRINCIPLES

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

At The King's School, we seek to embody the spirit of "One Body, Many Parts" (1 Corinthians 12:12), recognising that each member of our community brings unique strengths and contributions. We are committed to fostering an environment characterised by joyfulness, excellence, spirituality, inclusivity, and generosity, enabling every individual to flourish.

These values guide both the rewards and sanctions within this Behaviour Policy and underpin our vision of a harmonious, purposeful and compassionate school community.

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

In encouraging positive behaviour, we celebrate not only academic success but also the demonstration of our core values: joyfulness in learning, excellence in effort, spirituality in reflection, inclusivity in relationships, and generosity in spirit. 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

Achievement points are therefore awarded for the following:

- **Acts of Kindness & Generosity** - For showing compassion, empathy, and support towards others through acts of service and kindness.
- **Excellent Learning** - For demonstrating enthusiasm, sustained effort, creativity, and excellence in academic and practical learning, including independent work, homework, and internal assessments.
- **Contribution to School Life** - For active and joyful participation in house events, extra-curricular activities, or chorister involvement, contributing to the vibrant spirit of the school community.
- **Resilience & Growth** - For showing persistence, courage, and a positive attitude in the face of challenges, including improved attitude to learning and taking risks in or outside of the classroom.
- **Leadership & Service** - For showing leadership, initiative, and a problem-solving approach that inspires and uplifts others in group activities or the wider school community.
- **Inclusivity & Peer Support** - For fostering a welcoming and inclusive environment by supporting and encouraging peers, valuing everyone's contributions.
- **Spiritual Growth & Reflection** - For demonstrating spiritual awareness, reflection, and contributing to the faith life of the school with joy, humility, and generosity of spirit.

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

Our disciplinary approach reflects the belief that every individual is a valued part of the wider school body. In promoting accountability, we remain committed to fostering a climate of joy, excellence, spirituality, inclusivity, and generosity — encouraging students to restore relationships and learn from mistakes.

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 UNACCEPTABLE BEHAVIOUR

Unacceptable and/or Disruptive Behaviour refers to any actions by students that interfere with the learning environment, compromise the safety or well-being of others, or show a lack of respect for school rules, staff, and fellow students. This includes, but is not limited to:

- Talking out of turn or interrupting lessons
- Refusal to follow instructions from staff
- Using offensive or inappropriate language
- Bullying, harassment, or intimidation of others
- Physical aggression or violence
- Damaging school property
- Persistent lateness or truancy
- Use of mobile phones or electronic devices when not permitted
- Any behaviour that disrupts teaching, learning, or the orderly running of the school

Such behaviours are unacceptable as they hinder the rights of others to learn and feel safe, and they undermine the positive school environment we strive to maintain.

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 school's 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 nonconfrontational 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:

- If the action outlined above does not resolve the situation, staff should apply an additional appropriate sanction; staff may choose to issue an initial lunchtime detention, ideally at the earliest suitable opportunity. Where used, it is recommended that the detention should be 30 minutes in length.
- We recognise that non-attendance at detentions can be frustrating; however, a consistent approach to follow-up is encouraged. Where staff believe there is a valid reason for non-attendance (e.g. illness), they may choose to reset the lunchtime detention. In cases where the reason is not considered valid (e.g. the student forgot), we would recommend staff escalate the response to an after-school detention as a stronger deterrent. Where used, it is recommended that this detention would typically be 60 minutes in length.
- If students fail to attend an after-school detention the teacher should email on-call and the student will be placed in internal isolation for the whole of the subsequent day and they will also be issued with an SLT detention on the same evening. No further staff action is required. All actions should be logged on SIMS.
- Heads of Department (HOD) should support colleagues as appropriate. This may include also speaking to students about their behaviour during the detention. It is important that the individual teacher remains involved in the process.

- Academic Heads of Year (AHOY) and Sixth Form Deputies (SFD) Roles in Behaviour Management. Behaviour encompasses both the academic and pastoral life of pupils at The King's School; as such, both aspects should be considered together to ensure that interventions address the whole child and promote joyfulness, excellence, spirituality, inclusivity, and generosity. There should be a clear hierarchy of responses to behavioural issues to ensure that they are addressed appropriately and proportionately by a range of staff. This also supports classroom teachers and provides a sense of escalation where warranted.
- Class Teacher - initially, issues should be dealt with by the class teacher. This enables minor issues to be addressed in the moment and reinforces expectations within each individual lesson. If the issue(s) persist, the matter can be escalated appropriately.
- The AHOY/SFD is responsible for the academic achievement of pupils within their year group. This, together with pastoral wellbeing, is intrinsically linked with pupils' behavioural choices. The AHOY, together with the year group team, will monitor academic behaviours across the timetable and, where patterns of concern emerge, will implement appropriate interventions, which may include, but are not limited to:
 - Issuing behaviour reports,
 - contacting parents/carers
 - arranging peer mentors
 - arranging staff mentors
 - organising careers meetings
- All behaviour issues involving pupils will be discussed at the Year Group meeting, where further actions and coordinated responses can be planned. If issues persist despite these interventions, the matter is escalated to the SLT.
- Senior Leadership Team (SLT). SLT detentions are used primarily for issues occurring outside of the classroom (truancy, behaviour at break/lunch), or in cases where previous interventions have not secured improvement. SLT interventions may also include isolation or suspension. Where possible, these interventions aim to promote reflection, restoration, and reintegration, in keeping with the school's values of joyfulness, excellence, spirituality, inclusivity, and generosity.
- 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).

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 considerately 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)
- **Confiscation of Property.** Under **Section 94 of the Education and Inspections Act 2006**, the School has the legal authority to confiscate a pupil's property as a lawful disciplinary sanction where it is reasonable to do so. This enables the School to be proactive in tackling inappropriate or unsafe items being brought onto the premises or used inappropriately by pupils.

The following principles apply to confiscation:

- The School can confiscate a pupil's property as a disciplinary sanction where behaviour falls below expectations, or where the item poses a risk to health, safety, or the orderly running of the School.
 - The decision to confiscate must be **reasonable and proportionate**, taking into account the individual circumstances and the nature of the item.
 - In particular, **E-Scooters** are not permitted to be ridden to, from, or on the School site. Where pupils bring an E-Scooter onto the premises, the School will confiscate the E-Scooter under this authority.
 - Retention and disposal of confiscated items will also be conducted reasonably. In the case of **E-Scooters**, they will be returned **only to parents or carers**, not directly to pupils. This ensures a responsible handover and supports the School's position on safe conduct.
 - Where other items are confiscated (e.g. mobile phones, headphones, vaping materials), the School reserves the right to determine whether the item will be returned to the pupil at the end of the day or to a parent/carer, particularly for repeat offences. Mobile phones which are to be returned at the end of the day, can be collected by pupils from pupil reception.
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- 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
 - Telephone communication and/or meetings with parents or carers to discuss issues and share concerns
 - School based community service, for example supporting our site staff. This is typically where the offence links to this sanction (e.g. vandalism)
 - Requiring the student to rectify or pay for the damage caused
 - Academic Head of Year Report

- Senior Leadership Team 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 offences 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.
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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.

Support strategies will always seek to reaffirm the student's integral place within the school community ("One Body, Many Parts"), upholding a sense of belonging and dignity. Our interventions aim to promote joyfulness in learning, excellence in conduct, spiritual growth, inclusivity of all backgrounds and experiences, and generosity of heart.

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
- The School has the right to ask students to remove extra layers (see Uniform Policy)
- Student failure to follow this request will result in a sanction in line with the School's Behaviour Policy.

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 offence, 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 offence.

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 any behaviour problems and deal with them effectively if they do arise within the classroom.

APPENDIX B

CODE OF CONDUCT

The Code of Conduct reflects the values of The King's School as a Cathedral School community. It is rooted in the Christian understanding of "One Body, Many Parts" (1 Corinthians 12:12), calling us to live together in a spirit of joyfulness, strive for excellence, honour spirituality, embrace inclusivity, and practice generosity.

By upholding this Code, each member of the school community contributes to a culture where everyone can thrive.

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.
- Not smoke or vape 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.
- Not obstruct pavements, especially when waiting for buses, or walking to the Cathedral and Sports Fields.
- Be aware that 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.
- Seek opportunities to bring joy, support others in their learning and wellbeing, include everyone in community life, and act with generosity and kindness.