



BEHAVIOUR POLICY

All members of The King's (The Cathedral) School, staff, pupils, parents, carers and governors are expected to contribute to a stimulating and caring environment, based upon our Christian values. We believe that the promotion of good behaviour in School is an important factor in supporting pupils with their mental health and wellbeing.

All members of the School should be aware of what is expected of them and contribute to the positive ethos.

Aims and Objectives:

- To promote clear procedures for all members of the School community
- To ensure that there is a balance between rewards and sanctions
- To ensure that rewards and sanctions apply to all areas of School life
- To outline the procedures for informing Parents and Carers of positive and negative behaviour, and to encourage them to play an active role in supporting the work of the School
- To advocate mental health and wellbeing of all members of The King's (The Cathedral) School
- To ensure that this policy takes into account the training needs of all staff

The Pupils' Code of Conduct:

This is displayed in the front of the pupils' Personal Planner. This policy has three clear principles:

1. All members of The King's School community have the right to be and feel safe
2. All members of The King's School community have the right to learn
3. All teachers of The King's School staff have the right to teach

To this end:

We should recognise the need for **respect**:

- For fellow Pupils, Staff and Visitors
- For the beliefs of others in our community
- For the School and its environment
- For the property of others

We should recognise that we all have **responsibilities**:

- To know and follow the rules of the School
- To work hard, and to the best of our abilities
- To be punctual to registration, lessons and activities
- To help others where we can
- To behave responsibly at all times
- To be smart in appearance

1. The School's Pastoral System

Pastoral care aims to provide a nurturing environment within which pupils can develop. **Pastoral work begins with the Form Tutor** and continues with every member of staff. The Pupil Support Officers (PSO) work to support pupils in all aspects of their School life.

The importance of respecting others and being a responsible member of the School begins in Year 3 and continues throughout a pupil's time at The King's (The Cathedra) School.

Any member of staff who is concerned about a pupil should pass these concerns onto the relevant PSO, who may also involve other staff, as appropriate (Tutor/Academic Head of Year (AHOY)/Sixth Form Deputy (SFD)/Senior Leadership Team (SLT) Link).

Any member of the School who is concerned about potential **bullying** should refer this to the relevant PSO (see separate Bullying Policy for further details).

Any member of staff who is concerned about potential **Child Protection** issues should inform a Designated Member of Staff for Child Protection immediately.

2. Rewarding Positive Behaviour

Staff are encouraged 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 remembering that the aim is to establish uniformity across all key stages and all subject areas.

All pupils within the School should be eligible for Achievement Points/Team 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; this triggers 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 Head Teacher

Achievement points are calculated on an annual basis.

Exceptional achievement is **celebrated in assembly**.

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.

3. In Class

When considering the points listed below, the individual needs of the child should, at all times, be borne in mind and any sanctions used should be flexible enough to accommodate these needs.

High expectations should be made of all pupils in order that they are stretched. Staff should be well prepared for each lesson in order that effective teaching and learning can take place. When starting each lesson, staff could take the initiative and begin by welcoming pupils at the door, fostering a positive atmosphere from the very beginning. Staff should remember that, whilst not always the case, without effective challenge and engagement in lessons pupils may have a tendency to misbehave. As reflective professionals, teachers should look to their own practice to promote pupil engagement.

Equally, all pupils should be treated as individuals and approached as such.

When problems do arise:

- Avoid confrontation
- Listen to the problem
- Establish the facts
- Judge only when certain
- Use consequences sparingly, and in line with The King's School Behaviour Spectrum (see Appendix Page A)
- The matrix below outlines the procedure and responsibilities of staff for dealing with pupils who break the Positive Behaviour Code

Incidents within the classroom	Stage 1 Low level classroom disruption.	Stage 2 Repeated classroom issues.	Stage 3 Repeated classroom issues across subject areas or failure to comply.	Stage 4 No Improvement in work.
Classroom Teacher	<ul style="list-style-type: none"> • Verbal warnings should be used initially. • For one off incidents, SIMS should not be used. • For repeated incidents; note in planner, SIMS entries and detention could be used, where appropriate. • Repeated issues should also be raised at departmental meetings. 	<ul style="list-style-type: none"> • To ensure consistency continue procedure outlined in Stage 1 i.e. incidents logged in planner and on SIMS. 		
Head of Department (HOD)	<ul style="list-style-type: none"> • Monitor SIMS entries across curriculum area and ensure Positive Behaviour is an agenda item in every departmental meeting. • Ensure a variety of strategies are employed by classroom teacher to resolve repeated issues. 	<ul style="list-style-type: none"> • Issue HOD detention (s). • Removal from normal lesson and work with HOD. • Call parents/carers. All strategies implemented should be recorded on SIMS, so that if the situation persists the AHOY/SFD/SLT link are informed. 		
Form Tutor	<ul style="list-style-type: none"> • Identifying, monitoring and discussing with pupil concerned the minor issues thrown up by SIMS during the day (or noted in the pupil's planner). 			

	<ul style="list-style-type: none"> • Contact home to flag issues to parents/carers. 			
AHoY/SFD		<ul style="list-style-type: none"> • Monitor SIMS entries across Year Group and issues raised at fortnightly PSO/AHoY/SFD/SLT meetings. 	<ul style="list-style-type: none"> • Parents/Carers should be contacted. • AHoY/SFD afterschool detention. • Parents/Carers invited in to discuss way forward. • Discussions with AHoY/SFD and HoD/class teacher to discuss way forward. 	
SLT			<ul style="list-style-type: none"> • Monitor SIMS entries across Year Group and issues raised at fortnightly PSO/AHoY/SFD/SLT meetings. 	<ul style="list-style-type: none"> • SLT Detention • Serious offences will automatically involve parents/carers coming into school to discuss the incident and ways forward. • Internal exclusions could apply, as could external exclusions (as appropriate).

Incidents outside of the classroom	Stage 1 Low level behaviour outside classroom.	Stage 2 Repeated low level behaviour outside the classroom.	Stage 3 Failure to comply Includes more serious behaviour incidents.	Stage 4 Repeated failure to comply or broken criminal law.
PSO	<ul style="list-style-type: none"> • Verbal reprimand. • Note recorded in planner. • Incident logged on SIMS depending on severity and provocation. SIMs should not be used for 'one off' or isolated incidents. 	<ul style="list-style-type: none"> • Verbal warnings. • Community service tasks. • Note recorded in planner and/or telephone home. • Repeated issues should be raised at fortnightly PSO/AHoY/SFD/SLT meetings. 	<ul style="list-style-type: none"> • All incidents should be recorded on SIMS. 	<ul style="list-style-type: none"> • Pupil at risk of permanent exclusion documentation. This should also be completed if a pupil reaches Stage 4 on 'incidents within the classroom' matrix.

SLT		<ul style="list-style-type: none"> • Monitor SIMS entries across Year Group and issues raised at fortnightly PSO/AHoY/SFD/SLT meetings. 	<ul style="list-style-type: none"> • SLT warning. • Parents/Carers should be contacted either by letter or telephone, and/or invited in to discuss ways forward. • All strategies implemented should be recorded on SIMS. • Monitor and discuss issues at fortnightly PSO/AHoY/SFD/SLT meetings. 	<ul style="list-style-type: none"> • SLT detention. • Serious offences will automatically involve parents/carers coming into school to discuss the incident and ways forward. • Internal exclusions could apply, as could external exclusions (as appropriate). • Incidents involving law-breaking must include calls to the Police.
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4. Outside Class Time, within the School Grounds

The instructions given to younger pupils by Prefects should be followed as if issued by a member of Staff; Prefects should be courteous and consistent in their requests to younger pupils. Prefects may call upon a member of staff for help in resolving an issue as appropriate.

Behaviour at **Break and Lunch** times:

- Minor issues should be dealt with as appropriate.
- Issues should be dealt with as they occur - to ignore is to condone.
- Serious issues should be passed to PSO, SLT or the Headteacher, depending on the severity of the incident - see **Incidents outside of the classroom matrix**.

Pupils should respond and be prompt when hearing the School bells in order that the School day can be as efficient as possible.

5. In Our Dealings with Others

Pupils are **frequently used as guides** to show prospective Pupils and their Parents/Carers/Visitors around the School. They should be polite and courteous, remembering that they are representing The King's School.

6. When Representing the School in Our Community

Pupils should be aware at all times that they are representing the School when off site and are expected to behave positively and appropriately at all times.

7. 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 should feel free to contact the School when necessary.

All Parents and Carers should be encouraged to set up an account and use the Schools Gateway to monitor both the positive and negative behaviour of their child.

Initial contact can be made via pupil's planners or e-mail. Minor issues can be dealt with by the Form Tutors (see 3. for greater details), although more serious issues can be dealt with by the PSO/AHoY/SFD/SLT team.

Parents/Carers/PSO/AHoY/SFD/SLT can **request meetings at School** for more serious behavioural issues.

Parents/Carers/Staff can use Parents' Evenings to discuss issues that may have arisen or those which are persistent.

It is good practice to maintain positive communication between home and School. Parents/Carers should not be surprised when Reports are completed detailing the progress of a pupil and issues are raised as a result of this.

8. Training Needs for Staff:

Existing members of Staff, who are already aware of how the behaviour system works within the School, should have brief INSET at the start of each academic year in order that they remain aware of the various procedures employed at the School and remain consistent in the application of those procedures.

New members of Staff. Induction will include familiarisation with this document.

9. 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
- 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 accentuating 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.

CODE OF CONDUCT

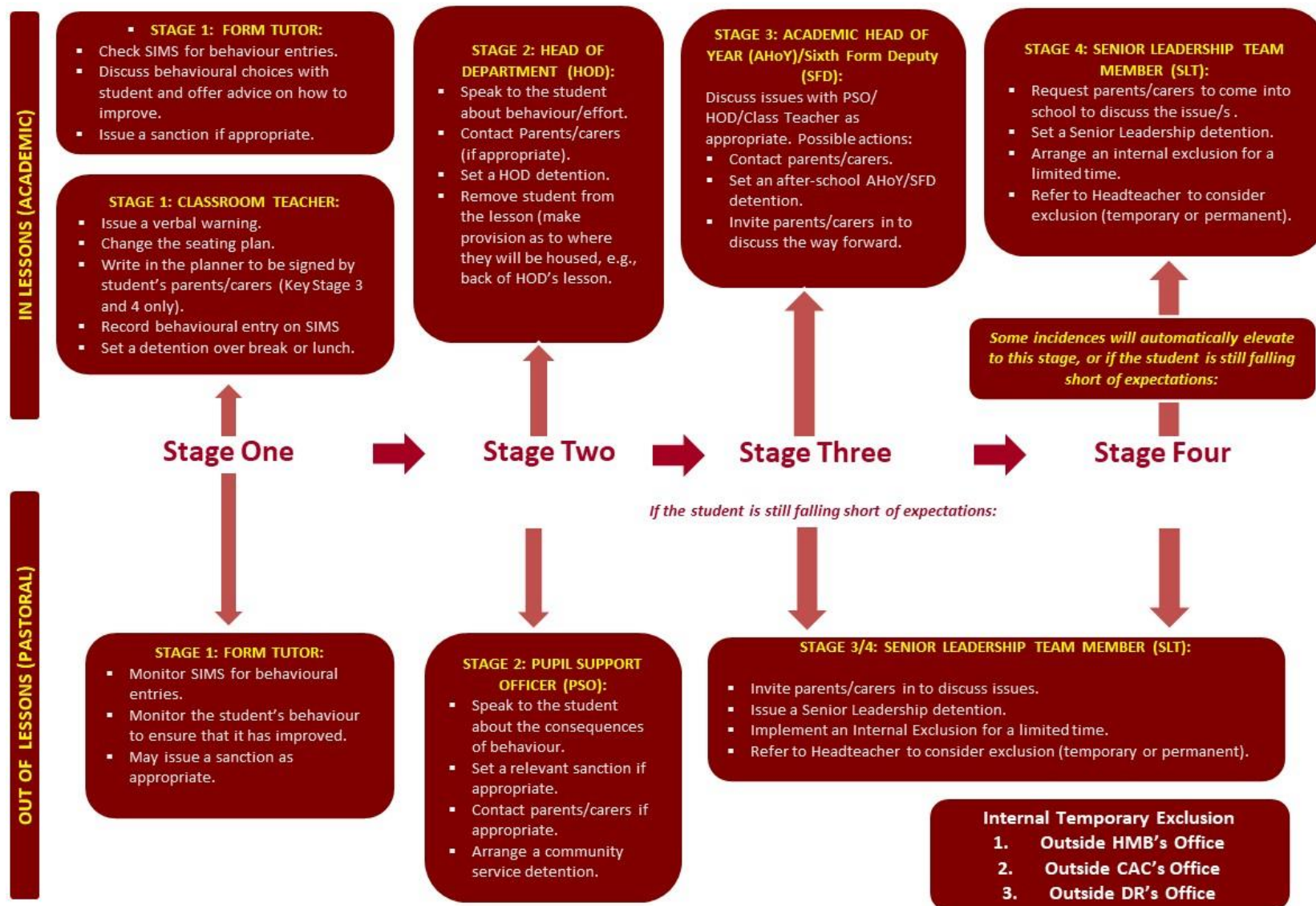
Pupils and staff of The King's (The Cathedral) School treat one another with respect and courtesy; their individual behaviour is orderly and civilised; they move calmly and efficiently from place to place, arriving punctually for their lessons and other appointments.

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, keeping to the left where possible, 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 and Prefects.
- 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, form rooms or outside. Gum is not acceptable anywhere.
- Smoking 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.
- 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.

Appendix A



Annex B

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):-

- spitting
- repeated disregard of social distancing rules
- not staying in their class bubble

We will work together with the child, parents and carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances. In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.