# Kings' School

# Behaviour Policy 2026-2027

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| **Policy name** | Behaviour Policy | Owner / SMP |
| **Hampshire model policy** | No | |
| **Approved by Headteacher/SLT:** | ADS | September 2026 |
| **Approved by Committee** | FGB | September 2026 |
| **To be reviewed / Next review date** | Annually | October 2027 |

## 1. Key Principles and Aims

Our mission at Kings', is '***Working Together to achieve Inspiring Futures, Exceptional Character, and Academic Excellence'***. Our school values are to:

- Discover brilliance in everyone
- Have unlimited ambition
- Earn success
- Be kind, be humble, and have integrity
- Make a difference

At Kings' School, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We place a heavy emphasis on respectful behaviour, based on positive relationships between staff and pupils. We believe in the key principle of 'High expectations and High Support' when responding to unacceptable behaviour. Where there has been conflict between children and their peers, or between children and adults, we look for opportunities to resolve this conflict in a meaningful way. We use restorative approaches to enable resolution.

We expect all pupils to participate in a range of activities to enrich their overall school experience and enhance their development as young people. Pupils must feel safe in school in order to take the calculated risks associated with challenge and success.

Every pupil should have a positive experience at Kings' School, in which they will thrive. In order to ensure this, behaviours which may interfere with these aims are not tolerated.

This policy aims to:

- Create an environment which supports learning and achievement for all
- To support a sense of belonging and pride in the school and personal achievement
- Promote consistently good behaviour and discipline
- develop self-esteem, self-discipline and positive relationships based on mutual respect and unconditional regard
- Improve teaching and learning by reducing low level disruption and therefore maximising learning
- Ensure fairness and consistency in response to both positive and negative behaviours
- Work effectively with parents/carers and other agencies in ensuring good behaviour and discipline
- Ensure there are consistently high expectations of all pupils and staff
- Form a key element in supporting equality and diversity and preventing bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff, 2024
- Searching, screening and confiscation: Guidance for schools, 2022
- The Equality Act 2010
- Keeping Children Safe in Education, 2026
- Preventing and tackling the bullying and harassment of school staff, 2026
- Working together to safeguard children, 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, 2026
- Use of reasonable force in schools, 2025
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles.
- DfE guidance explaining that maintained schools must publish their behaviour policy online, and must publicise it in writing to parents, staff and pupils at least once a year.

## 3. Roles and responsibilities

### 3.1 The governing body

The Kings' School Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

## 3.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Kings' School Governing Body
- 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 and Child Protection Policies to offer pupils both sanctions and support when necessary
- Ensuring that the data linked to behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Policy is publicised to parents, pupils and staff at least once a year and is published on our school website.

## 3.3 Teachers and staff

Staff are responsible for:

- Rewarding pupils who demonstrate behaviours linked to our values.
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Behaviour Policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with 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 on Arbor
- Challenging pupils to meet the school's expectations

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

## 3.4 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 tutor and / or 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.

### 3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- 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 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 input on the above points 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.

## 4. School behaviour curriculum

At Kings' School, alongside our school values, pupils are also expected to:

- Behave in a way that reflects our values and which positively builds the reputation of the school, within the school, outside of school and online.

At Kings' School we encourage our pupils to demonstrate exceptional character in all aspects of their school life. We at Kings' School define exceptional character as 'doing the right thing, at the right time, for the right reason.'
In addition, we have a clear common lesson structure in line with our Kings' Core Principles; where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Expectations of pupils will be taught via assemblies; the Character Curriculum; PSHRE (Personal, social, health, relationships and economic education) and RSE (Relationships and sex education) and other lessons; and in our interactions with pupils on an ongoing basis.

**4.1** Recognising and re-enforcing good behaviour

We believe one of the most effective means of managing behaviour is to re-enforce the positive behaviours we wish pupils to exhibit.

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

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

Positive behaviour will be rewarded in ways that may include the following:

- Use of the school's formal Rewards process
- Pupils can receive achievement points from credits, postcards and positive phone calls home from all staff at Kings' School linked the schools' values; Discover Brilliance in Everyone, Have Unlimited Ambition, Earn Success, Be Kind, Humble and Act with Integrity, and Make a Difference

Achievement points result in the following Kings' Awards:

- Bronze / Silver / Gold Badges
- Recognition, certificates and prizes in celebration assemblies
- Whole class or year group rewards
- Admission to whole school celebration events
- Positions of responsibility in pupil leadership

## 5. Bullying

5.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites<br><br>At Kings' School, our whole school approach to safeguarding from potentially harmful and inappropriate online material considers.<br><br>Content: being exposed to illegal or harmful content<br>Contact: being subjected to harmful interaction with other users<br>Conduct: behaviour that increases the likelihood of, or causes harm<br>Commerce: risks such as online gambling, phishing or financial scams |

5.2 At Kings' School, we have a zero-tolerance to bullying of all kinds. It is unacceptable and we do not want it to have any place in our school community. Kings' School will not tolerate bullying, harassment, threatening behaviour or abuse directed towards members of staff, whether this occurs in person or online. Where such behaviour involves a pupil, it will be addressed in accordance with this Behaviour Policy and safeguarding procedures as appropriate.

Our approach to incidents of bullying is outlined in our - Anti-Bullying Policy but, fundamentally, we aim to do the following:

- Proactively educate our pupils that bullying is morally wrong and unacceptable though assemblies, the Pastoral Curriculum; PSHRE; RSE; and in interactions with pupils in lessons and at other times.
- Respond to concerns raised by parents or pupils in a timely and sensitive manner
- Investigate all allegations of bullying in a thorough and timely manner
- Respond to bullying incidents appropriately, including use of sanctions and /or referral to external services where this is necessary
- Offer support to pupils who have been bullied or are identified as vulnerable to bullying
- Our staff are trained to remain professionally curious and always assume 'it could happen here'.

## 6. Mobile phones

Kings' School is a mobile phone free school. Pupils' mobile phones should not be used or seen on school premises. This policy should be read in conjunction with the mobile phone policy, SEND and Safeguarding policy. Policies | Kings' School Winchester

If a pupil is seen with a mobile phone during this time, the following approaches can be used by staff:

- The pupil's phone can be confiscated and taken to the Year Office for collection at the end of the school day.
- Pupils' can receive a lunchtime detention for the first time a mobile phone is confiscated and an after-school detention for the second confiscation. On the third confiscation, the mobile phone can be taken to the Year Office where a parent / carer can be asked to collect the mobile phone, and the pupil can receive a sanction of a day in inclusion.
- If pupils refuse to hand their phone to a member of staff when requested to do so, or there are repeated issues linked to a pupil's use of a mobile phone, further sanctions including but not limited to, detentions, inclusion, or suspension can be utilised.

## 7. Responding to behaviour

### 7.1 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
- Develop a positive relationship with pupils, which typically includes:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### 7.2 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 policies, 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-Policy-2026-2027 and Safeguarding Policy 2026-2027

7.3 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 a 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.

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. Where appropriate, reasonable adjustments will be made for pupils with SEND or disabilities to enable them to meet the school's expectations and to ensure that responses to behaviour are fair and proportionate.

Where patterns of behaviour emerge, staff will use professional curiosity to consider underlying barriers and whether additional pastoral, SEND or multi-agency support is required.

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

- Use of 'Reminders' for inappropriate behaviour in the classroom. These behaviours may include interfering with others' learning, defiance, failure to follow instructions, self-withdrawal
- Detention after school, when a pupil has been 'removed' from a lesson due to a serious issue or as a consequence of receiving three reminders within that lesson
- Detention during a breaktime, for example, for failure to complete homework

- Head of Year / Late detention when a pupil has been late to school (after 8.45am) or has been late to tutor or lessons twice or more in one day, or has been sanctioned directly by their Head of Year for other reasons
- 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'
- Pupil parking
- Inclusion
- Suspension
- Permanent exclusions, in the most serious of circumstances. Please refer to our exclusion policy. https://kings-hants.com/policies/

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.

7.4 Reasonable force

- Reasonable force covers a range of interventions that involve physical contact with pupils. Members of staff may use reasonable force where necessary and lawful to prevent a pupil from causing injury or harm to themselves or others, committing an offence, causing significant damage to property or causing significant disorder.

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. Further detail about the use of Reasonable Force including arrangements for monitoring and reporting its use can be found in the school's Restrictive Physical Intervention Policy. https://kings-hants.com/policies/hants.com/policies/

7.5 Searching, screening and confiscation

Any prohibited items (listed in Appendix 2) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

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

### 7.6 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)
- 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 occur on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### 7.7 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
- It bullies, harasses, threatens, is abusive or defames a member of staff

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

### 7.8 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, a member of the senior team or a pastoral leader 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.

7.9 We have a zero-tolerance approach to sexual harassment and sexual violence, including child on child abuse.

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:
- Managing the incident internally
- Referring to early help
- Referring to children's social care
- Reporting to the police

Please refer to our Child Protection and Safeguarding Policies for more information: https://kings-hants.com/policies/

7.10 Unsubstantiated, unfounded, false or malicious allegations

Where a pupil makes an allegation against a member of staff, it can be immediately referred to the LADO and if that allegation is determined by the LADO and investigating officer 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 determined by the investigating officer to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Unsubstantiated, unfounded, false or malicious allegations.

- If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the investigating officer should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by

someone else and this was a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

- If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy

• **Malicious**: there is insufficient evidence to prove the allegation and there is sufficient evidence to prove that there has been a deliberate act to deceive or cause harm to the person subject of the allegation
• **False**: there is insufficient evidence to prove the allegation but not regarded as malicious
• **Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence, or
• **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Ultimately the options open to the school or college depend on the nature and circumstances of the allegations and the evidence and information available.

## 8. More serious sanctions

### 8.1 Detention

All members of the teaching staff at Kings' School and members of the Pastoral and Welfare Teams are authorised by the headteacher to set detentions.

Pupils can be issued with detentions after school or during lunchtime (lunch detentions may be linked to poor behaviour at lunchtime).

The school will decide whether it is necessary to inform the pupil's parents but will do this for afterschool detentions via our school systems, typically with 24-hour advanced notice. 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

### 8.2 Removal from classrooms

As noted above, 'Reminders' are given to pupils for inappropriate behaviour in lessons, including tutor time. These behaviours may include interfering with others' learning, defiance, failure to follow instructions, self-withdrawal.

A pupil will be removed from a lesson if there has been a serious issue, or as a consequence of receiving (typically up to) three reminders within that lesson. The pupil then will be set a sanction such as an after-school detention or given a more serious sanction if the misbehaviour warrants this.

In response to more serious or persistent breaches of this policy (for example being removed more than once in a day), the school may remove the pupil from lessons for a more substantial but 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. Pupils may complete their learning in the school's Removal Room, or under the supervision of senior or middle leaders. Official 'Inclusion' is an example of this, where a pupil will work in the school's Removal Room (typically for one day) and be provided with learning activities from their teachers. Inclusion, as a sanction, is more serious than an after-school detention but less serious than a suspension, and parents are notified of this in writing.

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 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.

There is also the option for a Head of Department /Head of Faculty, in consultation with the Head of Year, to first reintegrate the removed pupil into an alternative classroom within that department. This short-term intervention enables the pupil to achieve success before returning to their usual lesson.

Parents will be informed on the same day that their child is removed from the classroom. The school will consider an alternative / additional approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- BASE / Pupil Support Department
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on Arbor. If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify their social worker. If the pupil is looked-after, we will ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

8.3 Suspension and permanent exclusions

The school can use suspension 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 permanently exclude will be made by the Headteacher in accordance with current DfE statutory guidance and the school's Exclusions Policy. Please refer to our Exclusions Guidance / Policy for more information: Suspension & Permanent Exclusion Policy 2026-2027.docx add link once approved at FGB

## 9. Responding to misbehaviour from pupils with SEND

9.1 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 as far as is possible to prevent these from occurring.

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

9.2 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.

### 9.3 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.

### 9.4 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.

## 10. 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. These may include:

- A reintegration meeting
- A restorative conversation following 'removal' from a lesson at the detention set
- Regular contact with the Head of Year or another member of staff
- The pupil being placed 'On Report' with personalised targets set
- Intervention/Support to meet behaviour expectations

## 11. Pupil transition

### 11.1 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.

### 11.2 Preparing outgoing pupils for transition

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

## 12. Training

As part of their induction process, and ongoing continual professional development, our staff are provided with regular training on managing behaviour. This may include:

- Our Behaviour Policy and processes
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of Alternative Provision and Reduced Hours Provision
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the senior team and will include consideration of whether particular groups, including pupils with SEND, disadvantaged pupils and pupils with protected characteristics, are disproportionately represented in behaviour sanctions, removals, suspensions or permanent exclusions.

The data will be analysed from a variety of perspectives such as:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Kings' School Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Full Governing Body.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Full Governing Body annually.

## 14. Links with other policies

This behaviour policy is linked to the following policies

- Anti-Bullying Policy
- Exclusions Policy
- Child Protection and Safeguarding policies
- Restrictive Physical Intervention policy
- SEND policy

## Appendix 1: Written Statement of Key Intentions

- 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.
- Our values underpin our culture and mission of working together (Una Laborantes) to achieve inspiring futures, exceptional character and academic excellence.
- Exceptional Character is defined as 'doing the right thing, at the right time, for the right reason.'
- All pupils, staff and visitors are free from any form of discrimination.
- Staff, volunteers and pupils model our values (Discover Brilliance in Everyone, Have Unlimited Ambition, Earn Success, Be Kind, be Humble and have Integrity, Make a Difference).
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- Positive relationships are fostered both in and outside the classroom between all members of the school community.
- The behaviour policy is understood by pupils, staff and all stakeholders.
- The exclusions policy outlines the processes involved in suspensions and exclusions.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life (Una Laborantes).

## Appendix 2: Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use or threatened use of a weapon or prohibited item
- Bullying, including cyberbullying
- Racist abuse
- Abuse relating to sexual orientation or gender identity

- Abuse relating to disability
- Sexual misconduct or harmful sexual behaviour
- Misogynistic or misandrist behaviour
- Drug- or alcohol-related behaviour
- Smoking or vaping-related behaviour
- Significant or deliberate damage to property
- Theft
- Persistent or serious disruptive/challenging behaviour
- Serious inappropriate use of social media or online technology
- Serious off-site misbehaviour where the school has the power to sanction
- Possession of prohibited items (The items listed below are not exhaustive. The school may also determine that any other item is prohibited where it is considered unsafe, inappropriate, likely to cause harm or disruption, or contrary to the good order and discipline of the school).

These are:

I. Knives or weapons
II. Alcohol
III. Illegal drugs
IV. Stolen items
V. Tobacco, cigarette papers and e-cigarettes (vapes)
VI. Fireworks
VII. Pornographic images
VIII. 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)