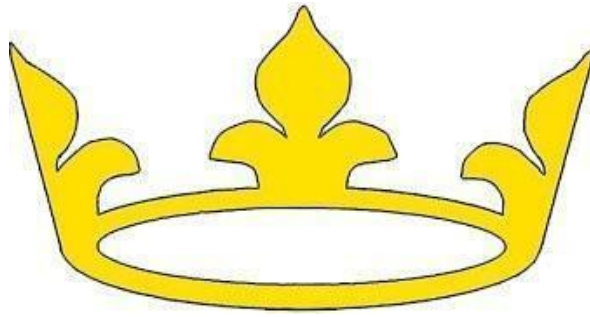


# Behaviour Policy

# Seven Kings School



**Last reviewed on:** March 2023

**Next review due by:** April 2024

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### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Our Vision

Good behaviour is necessary for effective learning to take place

3.1 Seven Kings is a happy and harmonious learning community where staff and students feel safe and secure. School life is characterised by a calm and purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.

### 3.2 All students will

- Treat other young people and adults with respect
- Speak politely to other people
- Have self-confidence and high self-esteem
- Aim for 100% attendance and punctuality
- Take care of all school equipment and buildings

### 3.2 Learning to behave

The school aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. There is a direct link between the way children and young people learn and their behaviour. It is the job of staff at all levels to help to encourage students' understanding of socially acceptable and appropriate behaviour.

3.3 To encourage this, staff will:

- Model exemplary behaviour
- Treat all children and adults with respect
- Speak politely to each other
- Build student confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise student effort and achievements on a regular basis and celebrate success
- Keep parents/carers informed about success, effort and achievements
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour

3.4 We will not accept the following behaviour:

- Disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Racist, sexist or homophobic language
- Vandalism or damage to school property
- Bullying or intimidation

3.5 If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour
- Explain to the child what we find unacceptable and why
- Explain how they could have behaved differently, modelling what they could have done or said
- Try to find out why the child has behaved in this way
- If the poor behaviour is repeated, or if it is judged to be serious, appropriate sanction will be put in place to support the child

## 4. Bullying

**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
Racial	Racial taunts, graffiti, gestures
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. These can be categorised under but not exclusive to the following categories; <ul style="list-style-type: none"> <li>- disability</li> <li>- homophobic</li> <li>- misogynistic</li> <li>- racist</li> </ul>
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Seven Kings School does not tolerate the bullying or harassment of any member of our community. All students are encouraged to report incidents of bullying to an appropriate adult. Support for both the victim and the perpetrator is then actioned as appropriate. A restorative approach to bullying is used at Seven Kings across all phases and parents/carers are informed and involved in this process where appropriate.

## 5. Roles and responsibilities

### 5.1 The governing body

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

### 5.2 The Executive headteacher

The Executive headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board and head of primary, giving due consideration to the school's statement of behaviour principles. The Executive headteacher will also approve this policy.

The Executive headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to positive behaviour for learning and community
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the most appropriate member of staff promptly

## **6. Pupil code of conduct**

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Attend school regularly, be punctual to lessons and be ready to learn
- Complete all tasks to the best of their ability and adhere to deadlines

## **7. Rewards and sanctions**

### **7.1 Rewards**

The successful management of behaviour and rewards is central to the schools' ethos of providing an environment within which children and adults can develop positive relationships, showing care, respect and consideration for each other within school and the community. Our rewards systems encourage and recognise students who apply themselves and behave in a commendable way to support the ethos of the school as role models and to develop their own potential.

It is not an end in itself and not the main means of promoting positive behaviour and regular attendance, or addressing inappropriate behaviour and irregular attendance. It sets clear standards and expectations that have a purpose and role on the schools' overall strategy. Its purpose relates to improving behaviour for learning, with students achieving changes in behaviour and taking responsibility for their actions.

## Secondary:

- Merits
  - 15 Postcard home
  - 25 Letter home, bronze badge, presented in year assembly
  - 50 Letter home, certificate, silver badge, presented in main assembly
  - 75 Letter home, certificate, gold badge, presented in main assembly
- Awards Short Term Criteria
  - Acts of good citizenship
  - One outstanding piece of work
  - Extra curricula/sporting achievement
- Awards Long Term Criteria
  - Consistent effort and achievement
  - Improvement and progression
  - Spirit of Seven Kings award

## Primary:

- Merits
  - Green merit points
  - Silver Stickers
  - Gold Stickers. Child receives a certificate in achievement assembly
- Awards
  - Values award
  - End of topic exhibition to celebrate achievement
  - Spirit of Seven Kings Award

## 7.2 sanctions

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or fail to follow reasonable instruction. This also applies to all paid staff with responsibility for children.
- Students can be disciplined at any time in school or elsewhere under the charge of the school e.g. school visits.
- Students can be sanctioned for misbehaviour outside of school.
- All sanctions must be fair, reasonable and proportionate and not in breach of any legislation such as disability, SEND and race.
- Teachers have the legal power to impose detention in and outside of school hours; this is defined as after any school day when the student is present, weekends and inset days; parents' consent is not required for detention. The school will attempt to contact parents/carers in the event of a child being issued a detention for 15 minutes or longer. Students on the primary campus will not be detained after school unless parents have been informed.
- Parents/carers will be given twenty-four hours' notice if the student is to be detained for up to one hour or at any other time outside of school hours.
- Teachers can confiscate student property.
- Poor behaviour must be addressed and all staff have a professional obligation to highlight and help students improve their behaviour.
- Any sanction should be applied thoughtfully, consistently and a distinction drawn between the poor behaviour and the individual – it is the action not the individual that must be addressed. A

student who perceives animosity or lack of respect from a teacher is more likely to react adversely.

- In the first instance a teacher should attempt to deal with poor behaviour. This is likely to begin with reminding a student if their behaviour falls below accepted levels and be increased progressively if the student fails to respond.
- **Knives and bladed items:** Possession of any bladed item on school premises will not be tolerated and is likely to lead to a permanent suspension.

### 7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### 7.4 Malicious allegations

Complaints against staff are always investigated thoroughly

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the executive headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The executive headteacher will also consider the pastoral needs of staff accused of misconduct.

If after a full and thorough investigation, it is the considered view that the allegation against a member of staff was unfounded and malicious, any record of the incident will be removed from the member of staff's file.

The student or students involved in making the allegations will be disciplined according to the severity of the case up to and including Suspension.

## 8. Behaviour management

### 8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - 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
  - Using positive reinforcement
  - Engage students with learning

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others



- Damaging property

Incidents of physical restraint 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

### 8.3 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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](#).

We can search students for any item with consent from the student. Parental permission or pre-consent is not required.

A student refusing to co-operate with a search will be subject to disciplinary measures by the school;

The list of prohibited items;

- Knives, bladed items, multi tools, weapons
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco, cigarette papers, electronic cigarettes, shisha pens, matches, lighters
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or cause personal injury to, or damage property
- Mobile phones or other electronic devices such as cameras

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

### 8.5 School Uniform

The governing body of Seven Kings School believe that uniform plays a valuable role in contributing to the ethos, setting appropriate tone and instilling pride in the school

- Supporting positive behaviour and discipline, encouraging identity with, and support for the school ethos

- Promoting a strong, cohesive, school identity that supports high standards and a sense of identity among students. If some children look different to their peers, this can inhibit integration, equality and cohesion
- Ensuring that students of all races and backgrounds feel welcome and protecting children from social pressures to dress in a particular way
- Nurturing cohesion and promoting good relations between different groups of students.

Appropriate hairstyles that are not extreme form part of the school uniform expectations as well as jewellery to be worn.

School uniform included clothing required for Physical Education (PE); this is practical, comfortable and appropriate to the activity involved.

Full details of school uniform requirements are printed in the appropriate planner of years 7-11 and 12-13 respectively on the secondary campus and form part of the home school agreement. On the primary campus, details about school uniform are in the parent packs given to parents when their child starts school.

The school uniform policy is fair and reasonable and fulfils the schools' obligations under the Human Rights Act 1998 and the Equality Act 2020.

## **8.6 Non-compliance with uniform**

- Teachers can discipline students for breaching the schools' rules on appearance or uniform. This will be carried out in accordance with the sanctions identified within the behaviour policy.
- The Executive Headteacher, or a person authorised by the Executive Headteacher, may instruct a student to go home briefly to remedy a breach of the schools' rules on appearance or uniform. When making this decision consideration will be taken of the child's age. For students in Year 7 to Year 11, parents/carers will be contacted and the student only sent home during school hours if accompanied by a parent/carers. Students in Year 12 and Year 13 may be sent home unaccompanied to change once parents/carers have been contacted.
- Where students have been sent home, this is not a suspension but an authorised absence.
- However, if the student continues to breach the uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the student's absence may be counted as unauthorised absence.
- In either case the student's parents must be notified and the absence should be recorded.
- Breaches of uniform policy can lead to suspension from school in line with legal requirements for suspension.
- In the primary school, parents/carers will be contacted and students will be expected to be in appropriate uniform the following day.

Best value for students and their families has been achieved by identifying two local school uniform suppliers who work in competition. This helps make uniform affordable and does not act as a barrier to parents when choosing a school.

- The school uniform policy is fair and reasonable and fulfils the schools' obligations under the Human Rights Act 1998 and the Equality Act 2010

## **8.7 Suspensions from school**

- Fixed term Suspensions from school will be used as a sanction where breaches of the behaviour policy take place
- Permanent suspension will be considered for the following:
  - Use of or possession of weapons
  - Dealing drugs
  - Serious threats of or actual violence
  - Bullying

- Persistent and serious breaches of the school behaviour policy
- Where the school believe that a child's presence in the school represents a serious threat to others

Suspensions are used in-frequently and only when there has been a serious breach of the school's behaviour policy. For an internal suspension, students are removed from their mainstream lessons and isolated from other students for a period of time. They are allowed time to reflect on their behaviours so that they can learn from these experiences.

### **8.8 Suspension for persistently breaching behaviour policy 6th form**

- Persistently breaching the code of conduct that harms the pupil's education will put the pupil at risk of permanent exclusion.
- Where a pupil is persistently late, misses lessons, fails to complete assigned work and/or fails to meet deadlines, this will inevitably impact upon academic performance. It is also regarded as misbehaviour for which sanctions may be imposed, escalating in severity until the pupil has reached the stage of persistently breaching the Behaviour Policy and causing serious harm to their own education. (*This may lead to a permanent suspension*). In these circumstances it will be considered whether this type of behaviour is indicative of an unmet need, something going on in the pupil's home life or caused by a disability (as defined by the *Equality Act 2010*), and put the appropriate support/reasonable adjustments (as appropriate) in place before resorting to sanctions.

## **9. Pupil transition**

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Links with other policies**

This behaviour policy is linked to the following policies:

- Code of conduct
- Safeguarding policy
- Attendance policy

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Executive headteacher and Governing Body of Seven Kings every two years or sooner if appropriate. At each review, the policy will be approved by the Executive headteacher.

The policy acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.

The Governing Body of Seven Kings School adopted this Behaviour Policy in March 2023.

Signed: \_\_\_\_\_ Executive Headteacher Date: March 2023

Signed: \_\_\_\_\_ Chair of Governors Date: March 2023