



PERSONAL CONDUCT (BEHAVIOUR) POLICY

1.0 Introduction

- 1.1** King Alfred School (KAS) was founded as an independent, fee paying school in 1898. One of the principle aims of our educational approach is to enable students to understand and take personal responsibility for their actions. We aim to achieve academic success through the development of relationships and responsibility rather than external discipline. We keep day to day rules and regulations to a minimum and those we have, are there to ensure that KAS remains a safe environment where learning can take place.
- 1.2** The Independent School Regulations (2003) state that in relation to the welfare, health and safety of pupils we must draw up and implement effectively a written policy to prevent bullying and to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour.
- 1.3** KAS has sought to involve its pupils in the discussion and the preparation of a 'code of behaviour' through the involvement of Pupils' Council. The attached 'Mutual Respect' document has been ratified by this student body after consultation with Middle and Upper School form classes. It builds on the code of practice which is introduced to Lower School classes through class contracts. School Six undertake to review and restate the principles of 'Mutual Respect' at the beginning of each academic year.
- 1.4** The school expects responsible behaviour of all members of the school, in every aspect of school life. The core concept of the KAS behaviour policy is that everyone should feel safe and valued in the community. Actions which deliberately upset others are not accepted. Each individual deserves to be respected. Every student and member of staff within the community has a set of rights and with these rights come responsibilities to ensure that the rights of others are not infringed. Everyone is expected to behave with courtesy and respect for the feelings of others. The atmosphere in lessons is expected to be conducive to learning.
- 1.5** The Behaviour Policy is complementary to and reciprocal with a number of other school policies and procedures. In particular the Mutual Respect

document, the Safeguarding Children in Education Policy, the Countering-bullying Policy, the Drugs and Alcohol Policy and Procedures, Equal Opportunities Policy, Special Educational Needs Policy and the PSHE Policy.

2.0 Promoting Positive Behaviour at KAS

- 2.1** The ethos of the school promotes the attitudes and values necessary for individual students to contribute positively to their own personal development and to that of the school. The school employs a large variety of methods by which it strives towards a culture where poor behaviour is rare.
- 2.2** Guidelines are issued and discussed with students at the beginning of each school year outlining expected classroom behaviour, with reasons. In Lower School, expectations with regard to classroom and break time behaviour are discussed with pupils at the start of each academic year, recorded in the '**Class Contract**' and displayed in each classroom. In the case of the Reception classes this discussion evolves throughout the first term under the Foundation Stage heading "Personal, Social and Emotional Development". In Middle and Upper School expectations are reinforced by all form tutors and subject staff and are in line with the students own '**Mutual Respect**' document.
- 2.3** The two Pupils' Councils (one comprises Year 3 to Year 6, the other Year 6 to Year 13) with its student representatives helps to give the students a sense of involvement and citizenship.
- 2.4** Regular staff meetings provide time for staff to share information about the pupils, problems that they have with specific pupils, and strategies for dealing with the specific problem / individual. Children's behaviour is also discussed between colleagues more informally at break times.
- 2.5** The School's counsellors can be called upon to give advice to teachers about individuals or be called upon to work through issues directly with classes or students.
- 2.6** All teachers are expected to create effective learning environments in which inappropriate behaviour is challenged and pupils are expected to take responsibility for their actions. Teachers actively watch out for students who are behaving out of character and are also alert to signs of withdrawal, upset and distress. All forms of bullying and harassment are challenged.
- 2.7** Callovers, Form Hours, Circle Time and PHSE lessons provide opportunities to reinforce the principles of self-respect and of respect for others and the

juxtaposition of rights and responsibilities. Students also learn skills such as peer counselling and conflict resolution. The promotion of positive self-esteem is essential in enabling students to feel valued and respected.

3.0 Reinforcement of positive behaviour expectations

Rewards

3.1 We aim to encourage good behaviour and work in a **positive and constructive way** using strategies such as verbal and written praise. There is an emphasis towards achieving positive behaviour through intrinsic motivation rather than extrinsic rewards. The aim being a proactive rather than reactive approach. For example, we

- give students responsibilities from an early age – the current “buddies” system in Lower School works well in encouraging a caring response from Year 6;
- the Head, Deputy Heads and other teachers frequently acknowledge students good work, effort and improvement and reinforce their efforts;
- use topics related to the promotion of appropriate and caring behaviour at callovers;
- use on occasion carefully planned “goals” or points system within Lower School classes to supplement intrinsic motivators;
- support individual students who are experiencing issues with their behaviour through the use of Pastoral Support Plans (PSP) which recognises the positive as well as seeking to help students address the undesirable aspects of their behaviour.

Consequences

3.2 The school’s pastoral care is sensitive to personal circumstances and preferences arising from cultural beliefs and traditions. Disciplinary procedures are known to all and are applied without favour, but always with regard to particular circumstances and influences of culture or home background on pupils’ personal conduct.

3.3 The school deals with behavioural issues possibly resulting from special Educational Needs carefully and with reference to the SENCo. Behavioural modification strategies are then tailor made to try to meet the specific needs of individuals.

3.4 Where a pupil has received unfair or inappropriate treatment from another pupil, the school will register the conduct and seek reconciliation between the pupils. Help, support and counselling will be given as is

appropriate to both the person(s) causing upset and the person(s) affected by the inappropriate behaviour.

3.5 Under normal circumstances a clear distinction is made between minor and more serious misdemeanours, e.g. problems with pupils' class work is initially dealt with by the class teacher, and then, if necessary, by the relevant Deputy Head. We treat each case individually and always talk over the whys and wherefores with students before deciding on an appropriate outcome as a direct consequence of an inappropriate behaviour. The school discourages the practice of making a whole group suffer the consequences of inappropriate behaviour of a few unless this is unavoidable or appropriate.

3.6 Actions which may be taken in response to serious misdemeanours

Actions that are regarded as serious misdemeanours include repeated unacceptable behaviour, violent behaviour (involving hitting, biting, kicking, spitting, etc); seriously disobedience which puts self or others at risk (running away from adult in charge, deliberately going out of bounds, failing to follow instructions when crossing road or walking on pavement etc.); defiant behaviour in or out of class.

In these circumstances students may:

- Be warned formally to stop offending; this will be followed up in writing and a note placed on the student file.
- Be removed from the classroom (must be placed under supervision); in Middle and Upper School this is accompanied by the issue of an exclusion form (aka Blue Form).
- Be withdrawn from participating in practical work for a period of time as appropriate, to safeguard the welfare of the majority of pupils.
- Have their parents/guardians informed (parents may be called in to the School).
- Be placed on report and/or have privileges withdrawn, e.g. reporting to members of staff at break and/or lunch times. Placing on report requires meticulous follow up procedures with behaviour being monitored throughout the day for a minimum of a week.
- Be transferred from one class (teaching or tutor) to another;
- As a consequence of their action, be required to undertake some aspect of service to the community to make reparation.
- Be asked to be involved in making of a 'contract' by negotiation. This is sometimes appropriate when trust and mutual respect have broken down between a teacher and student. Contracts are written in such a way that focuses on specific behavioural problems and offers accrued benefits for achieving the required improvement. Students are expected to fully participate in the negotiation as this offers him/her responsibility and can lead to a heightened sense of self confidence and awareness

- for the pupil. The utilisation of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the contract.
- Be suspended (if they do not stop the misbehaviour, for a minor fixed period (part-day or one/two days).
 - Be recommended for a longer exclusion (if misbehaviour continues despite other interventions).
 - If misbehaviour continues despite all interventions, a case conference may be held with teachers and a decision taken about the student's future. This may include permanent exclusion.

The school makes every effort to ensure that the sanction applied is a proportionate consequence to the undesirable behaviour which has been exhibited.

3.7 Actions which may be taken in response to less serious errors of judgement

Where the student behaviour is of a more minor nature, appropriate actions would include:

- talking the matter over with the pupil;
- moving the pupil to another seat or class to facilitate learning/good behaviour;
- the pupil may be required to work in another classroom away from the usual group for a cooling off period.
- Work 'avoided' can be done at break or lunch time under direct staff supervision.

4. Monitoring of effectiveness of Personal Conduct (Behaviour) Policy

To ensure the success of this policy:

- 4.1** Teachers will check that all members of the school community understand the norms of behaviour expected within school.
- 4.2** The Senior Management Team will regularly monitor the nature of behavioural issues, the sanctions used and the number and length of exclusions.
- 4.3** Any parent of a pupil, or member of staff concerned that inappropriate behaviour by others, continues despite the scope of this policy, may raise the matter through the school's complaints or grievance procedure as appropriate.