



# Behaviour Policy

**Last Updated**

July 2019

# THE KING ALFRED SCHOOL BEHAVIOUR POLICY

This policy should be read in conjunction with the following School policies:

- Acceptable IT Use Policy
- Anti-Bullying Policy
- Attendance Policy (including Children Missing Education)
- Complaints Procedure
- Drugs Policy
- Education and Inspections Act 2006
- Equal Opportunities Policy
- Equality Act 2010
- Keeping Children Safe in Education 2018
- King Alfred Framework
- Mutual Respect Document
- Removal of Pupil Policy
- Safeguarding Children in Education Policy
- School Complaints Procedure
- The Education Act 2011
- Working Together to Safeguard Children 2018

## 1. INTRODUCTION

King Alfred School has a tradition of nurturing strong and positive relationships based on the twin principles of negotiation and trust. We allow our pupils to grow and develop into rounded and confident individuals because we give them the time and support that they need. This means giving them space to navigate their adolescence without fear of being judged in a non-negotiable manner. We trust them because we ultimately want them to trust us.

Behaviour is not an exact science - as we know, every child is different and has different needs at different times. Therefore we aim to negotiate and support them within the framework of certain behavioural expectations.

Mutual respect underpins the King Alfred School community and we work hard to provide a safe school where each student feels included in every aspect of school life and confident to voice their opinions.

This policy reflects the core values of the school as documented in the King Alfred Framework:

- Mutual respect
- Individuality and self-reliance
- Social responsibility
- Freedom, play and the enjoyment of education
- A broad definition of success

This policy outlines certain expectations from all our students in terms of their behaviour, and the strategies that will be put in place to support them in reaching these expectations. This may include sanctions where necessary. It extends to all members of our school community. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years. Appendix 1 sets out in the Mutual Respect Document, the expectations of the school of reasonable behaviour in terms of the rights and responsibilities expected of all pupils.

## **2. AIMS**

King Alfred School takes responsibility for promoting and educating students about expectations for behaviour for school and life in general. We hope that by encouraging positive behaviour patterns, we promote excellent relationships throughout the school built on mutual trust and understanding, and through the use of this policy, we support all our students to develop a high level of social awareness and responsibility. Our aim is to ensure all our students leave the school with the key attributes they need to continue to progress to the best of their ability in all areas of life.

## **3. STANDARDS OF BEHAVIOUR**

### **School**

King Alfred School's educational approach is to enable students to understand and take personal responsibility for their actions, through the development of relationships and responsibility rather than through imposed discipline. Day-to-day rules and regulations are kept to a minimum and those in place are there to ensure that the school remains a safe environment where learning can take place unimpeded.

The school understands that the first step to modelling good behaviour is to lead by example, which means we expect all staff, volunteers (and anyone else who comes to the school) to act responsibly and professionally, and never denigrate students or colleagues. We work hard to ensure there is consistency across the school. Expectations are clear to all students, who are treated fairly and proportionately, taking into account their individual needs.

We work closely with colleagues and parents to understand the individual child and their behaviour. We believe support systems, praise, and acknowledgement for good behaviour are an important part of building an effective learning community. The school communicates behaviour to parents through written reports and parent evenings. Parents are contacted when necessary to communicate behaviour incidences that cause concern. We encourage parents to communicate with the class teacher or form tutor if they have a concern about their child's behaviour, and we provide support to parents. We promote good behaviour and expectations within the school through our curriculum. Each teacher in the Lower School creates a class contract in collaboration with the students, which is displayed in every classroom. In the Upper School we use the Mutual Respect Document, devised in collaboration with students (Appendix 1), which appears in the student's planners alongside other expectations for behaviour.

Independence and responsibility is encouraged by giving students the freedom to use the school grounds to relax and play without unnecessary adult intervention. However, students are encouraged to communicate concerns about behaviour to a member of staff (duty or otherwise).

We recognise that where individual students engage in continuing disruptive behaviour this can be a result of specific needs or circumstances. If such needs are identified, we will do all we can to ensure that the student receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. While all students identified with SEN and/or disabilities are covered under this behaviour policy, we recognise these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities

available to all students. An individual behaviour plan will be developed for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from the school counsellor and/or external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Equal Opportunities Policy for more information.

## **Students**

The school expects all of its students to show mutual respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration of others, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors of our school which we consider to be a community, even when off school premises, and we expect them to act accordingly. They are encouraged to uphold expectations of behaviour, collaborate and cooperate with staff, and we hope that they learn from any support they may receive. We expect students to have a positive attitude towards learning and to complete activities to the best of their ability. These attitudes will be monitored and strategies will be put into place if students are struggling to meet the requirements for any reason. Students are encouraged to communicate any academic or pastoral concerns to their teacher or form tutor.

Expected behaviours that apply at all times:

- Always be on time.
- Be considerate of your peers and the extended community.
- Refrain from being rude or using derogatory language, or any form of violence.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it clean and tidy.
- Students may not bring in the following items to school:
  - Alcohol and drugs including "legal highs"
  - E-Cigarettes, Cigarettes, matches, and lighters
  - Weapons of any kind
  - Material that is inappropriate or illegal for children to have (such as racist or pornographic material)

Mobile Phone and Technology Use:

- Students must not take photos of other students or members of staff without their direct permission.
- Students in the Lower School are not permitted to use mobile phones at any time during the school day. If it is absolutely necessary to bring a phone to school for contacting parents, then mobile phones must be kept in school bags until the end of the school day.
- In Years 7-13, students may use mobile phones during lesson time only under the direct instruction and supervision of the teacher in charge.
- Students must be aware of and follow the school's Acceptable IT Use Policy which provides further guidance on the use of mobile technology.

If students disregard these expectations, as with any community, they will be challenged and asked to reflect on the impact of their behaviour on themselves, the community and their peers.

A central record of behavioural issues is kept on the School Information Management System (SIMs) in order for the relevant Senior Leadership Team (SLT) members and the Heads of Year in the Upper School to identify trends and respond appropriately. Behavioural issues are discussed weekly in SLT meetings and in Heads of Year meetings in the Upper School. Lower School complete three 'Learning Conversations' per year in which the behaviour and academic progress of each student is discussed.

Please see the school's following policies for more information: Anti-Bullying Policy, Drugs Policy and Attendance Policy.

## **Parents**

Building school life into a natural routine will encourage your child to get the best out of their school day. Ensuring that your child is at school on time, appropriately dressed, rested and equipped is essential. Parents play a big part in ensuring their children are responsible for their own behaviour in school. We ask that they make themselves aware of, and respect, the relevant policies and the right for staff to implement them. These include this Behaviour Policy, the Drugs Policy, the Attendance Policy, the Anti-Bullying Policy and the Mutual Respect Document (see Appendix 1).

The partnership between parents and the school is vital to the success of each individual child, and we ask parents to work with the school in support of their child's learning. This includes informing the school of any special educational needs or personal factors that may result in their child displaying unexpected behaviour. We ask parents to attend meetings at the school with staff to discuss their child's behaviour if the need arises and to support any strategies put in place.

In the case of external suspensions (where a child is asked to study from home), we ask parents to provide appropriate supervision for their child during the time they are suspended from school and, if invited, to attend a reintegration interview at the school with their child.

## **Drugs and Alcohol**

KAS is a drug-free site. Prescription drugs may be brought into school in line with our 'Medicines Policy' and via liaison with the school nurse. Illegal drugs and experimental substances must not be brought into school or at any time.

Please see the school Drugs Policy for more information.

## **4. BULLYING**

King Alfred School wants to make sure all students feel safe at school and accepted into our school community. Our ethos is one of mutual respect, inclusion and equality. Bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or ongoing.

Bullying, or peer on peer abuse, can be verbal, physical or social, in person or by electronic, on-line or written means and can be directed at both staff and students. The school practises a preventative strategy to reduce the chances of bullying, and our Anti-Bullying Policy is integral to our curriculum and everything we do at the school. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in an appropriate sanction.

If an allegation of bullying does come up, the school will:

- Act as quickly as possible to establish the facts
- If this investigation confirms that bullying has taken place, then:
  - help, support and counselling will be given as appropriate to the person affected by the bullying behaviour.
  - swift and appropriate action will be taken with the person who has engaged in the bullying behaviour - this may include, for example, the use of proportionate sanctions, and/or the use of a restorative justice approach.
  - support and strategies will also be put in place to address the deeper causes of why the pupil has engaged in bullying behaviour in the first place.
  - record and report the incident and the actions taken.

Please see the school Anti-Bullying Policy and Peer on Peer Abuse Procedures for more information.

## **5. PROMOTING POSITIVE BEHAVIOUR**

The King Alfred School ethos promotes the attitudes and values necessary for individual students to contribute positively to their own personal development and to that of the school. It aims to encourage good behaviour and work in a positive and constructive way using strategies such as verbal and written praise, which is descriptive. The Senior Leadership Team (SLT) and the teachers frequently acknowledge students good behaviour and reinforce their efforts. There is an emphasis on achieving positive behaviour through intrinsic (self) motivation rather than extrinsic (external) rewards. The aim is for a proactive rather than a reactive approach.

Activities such as Callovers, Form Hour, Circle Time and PSHE lessons provide opportunities to reinforce the principles of self-respect and respect for others and the balancing of rights and responsibilities. From an early age students also learn skills such as peer counselling, peer mentoring, buddies and conflict resolution. The promotion of positive self-esteem is essential in enabling students to feel valued and respected. In addition, a pupil council operates in both Lower School and Upper School. This provides students with an opportunity to be involved with school decisions as well as giving the students a sense of ownership and responsibility.

King Alfred School seeks to involve its students in the discussion and the preparation of a code of behaviour such as the Mutual Respect Document (see Appendix 1) in the Upper School. In the Lower School, students write class contracts in collaboration with their teacher.

Each class contract is based on the Lower School's behaviour model of 'Kind, Aware, and Safe'.

## **6. CONSEQUENCES (SANCTIONS)**

Although day to day rules and regulations are kept to a minimum, at times it is necessary to apply sanctions where behaviour is deemed to require a formal response in order to maintain a safe environment, where learning can take place unimpeded. Sanctions are adapted relating to the seriousness and frequency of the behaviour.

Prior to this, we would usually:

- Talk the matter over with the student
- Move the student to another seat or class to facilitate learning / positive behaviour
- Work 'avoided' could be completed at break or lunchtime under supervision
- A student may be required to step outside for a short period or work in another classroom for a cooling off period
- Or any other measure as staff, in their professional capacity, see fit

In line with Section 91 of the Education and Inspections Act 2006, King Alfred School may employ and implement the following sanctions when talking and other strategies have been exhausted:

### ***Lower School***

- Loss of privilege
- Discussion with Deputy/Head
- Temporary removal from school
- Permanent removal from school (decision lies with the Head of KAS)

### ***Upper School***

- Report Cards
- Loss of privileges i.e. gating at break times, confiscation of mobile phone if used inappropriately
- Blue Form (immediate exclusion from lesson and referral to head of year or SLT)
- Discussion with SLT
- A formal warning to stop offending; this may be followed up in writing
- Internal Suspension
- External Suspension
- Expulsion

Incidents that require a formal consequence (sanction) are to be recorded on the school Information Management System (SIMS) by the relevant member of staff and the Head holds a central register of any bullying incidents and other incidents which have required an internal or external suspension (Upper School) or a temporary removal (Lower School). Parents will be contacted as soon as possible to come in and meet with a member of SLT if these sanctions are employed. The decision to expel or permanently remove a student rests with the Head.

Please see the Lower School's Behaviour Charts for more detail.

### **Searching and confiscation**

It is our first priority to ensure students are in a safe and secure environment when they are in our care. Any items that may jeopardise the safety of other students or themselves will be confiscated without notice. Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means staff may confiscate or seize items in the possession of students that are illegal, or banned by the school.

A teacher or someone who has lawful control of the student can search a student with their permission to look for any item that the school states must not be brought into school. The Head, and other members of staff authorised by them, have the power to search a student without the student's consent if they suspect they are in possession of 'prohibited items'.

Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Legal highs
- Stolen items
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm

The Education Act 2011 allows for staff to take possession of an electronic device to examine any data or files on the device if they think there is good reason to do so. Where possible, we would seek to work in a way where the pupil themselves takes responsibility for the situation, for example, by deleting any inappropriate content themselves.

### **Physical restraint**

King Alfred School does not encourage the use of force which will only be used in exceptional circumstances. The degree of force used should be the minimum needed to achieve the desired result.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Causing personal injury to, or damage to the property of, any student (including him or herself)
- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Head has given the responsibility to be in charge of or in control of students. Staff can also use force when they are lawfully in charge of students but off the school premises (i.e. on a school trip). We have staff specifically trained in the use of reasonable force and physical restraint. Please see the school's Positive Handling and Use of Reasonable Force Procedures.



Any incident involving the use of force, will be communicated to the parents concerned. Any incidents involving the use of force will also be recorded by the school.

### **Corporal Punishment**

King Alfred School does not permit either the use or threat of corporal punishment under any circumstances.

## **7. ATTENDANCE**

King Alfred School understands that in order for students to maximise their school experience, they need to attend school regularly unless their health prevents them from doing so. There is a register taken twice daily by the form tutor in Upper School and the class teacher in the Lower School, and in each lesson in Upper School. If there is an issue with attendance, parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's Attendance Policy.

## **8. APPEARANCE**

There is no uniform at King Alfred School as we believe that individualism and freedom is promoted by allowing the students to dress in their own clothing. However, students must ensure that their clothing is non-offensive e.g. profanities or obscenities on clothing.

## **9. COMPLAINTS**

The school has a standard complaints procedure. We encourage parents to take any concerns to the appropriate member of staff through an informal process in the first instance. If the concern is then not resolved to the complainant's satisfaction, the formal part of the process should then be invoked.

For details of the full complaints procedure see our Complaints Procedure. For information on complaints relating to exclusions, see the school Removal of Pupil's Policy.

## **APPENDIX 1 – MUTUAL RESPECT DOCUMENT**

The tradition and ethos of KAS rests on negotiation and the expectation of reasonable behaviour. We avoid formal sanctions as much as possible and place an emphasis on personal responsibility and reflection; an underlying principle was explained by John Russell, the school's Head from 1901 to 1920: 'What limits? I sometimes find that is the most difficult question in the world, I can only find one answer – the limits imposed by generous consideration for the happiness of other people' This principle still holds true and we encourage students to consider others as much as possible and to reflect on the foreseeable consequences of their actions.

### **We have the Right to:**

- ...work in a stimulating environment which promotes learning.
- ...express ourselves, have our voice heard and to feel valued as an individual.
- ...be treated fairly, and to appropriately challenge unfairness.
- ...give constructive comments.
- ...a clean working environment.
- ...to leave our property in the knowledge that it won't be interfered with.
- ...feel safe & secure, free from threats and harassment
- ...have an open line of communication and be informed of all important decisions.
- ...have a voice in the running of the school, through Pupils' Council, School Six etc
- ...shed an individual's negative reputation once they have reformed.

### **We have the Responsibility to:**

- ...allow the teacher to teach in a way that is appropriate to the subject.
- ...not to disrupt the class or undermine the teacher.
- ...look after the school environment (e.g. do not vandalise, litter or waste resources).
- ...refrain from violence, unsafe actions and from threatening and harassing others.
- ...leave others property and belongings alone.
- ...to make all new teachers and students feel welcome, realising that adjusting to the school may take time.
- ...respect others views. (However this does not negate the right to challenge constructively the views of others)
- ...to be good representatives of KAS when out of school.
- ...teachers have the additional responsibility to ensure that any work to be done out of class is relevant and constructive

Older students have the responsibility to respect the guidelines of their privileges (e.g.) leaving school during breaks) and to contribute to any duties asked of them. Older students also have the responsibility to look after the welfare of younger students.

At KAS we do not believe in a rigid set of rules and punishments. If a student disregards their responsibilities about expected behaviour, the consequences should be considered individually and be fitting to the action.