



# Behaviour Policy

Policy area

Students,

Statutory regulation

N/A

SLT Lead

Head – Robert Lobatto

Last Updated

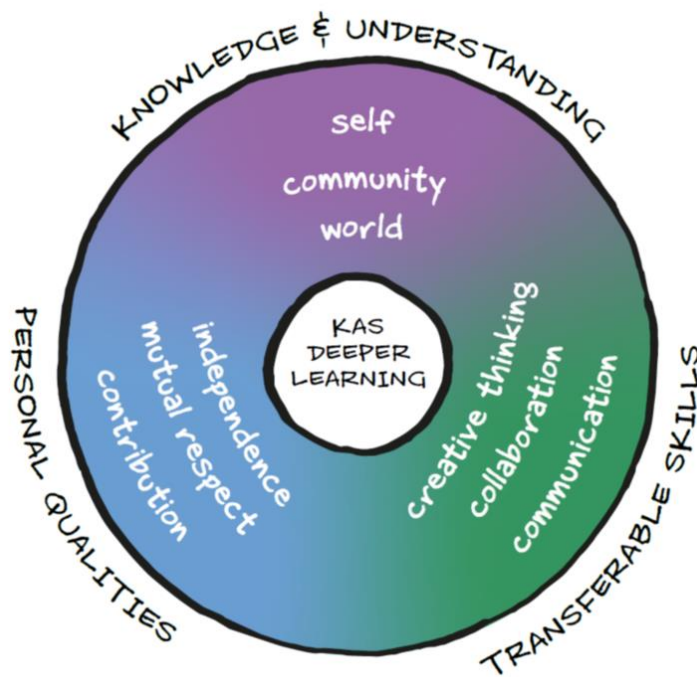
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June 2026



## The KAS Deeper Learning Wheel

All King Alfred policies relating to students are informed by our vision of a holistic education, which is represented by the graphic above. The Behaviour Policy connects to each of the three sections:

In **Knowledge and Understanding**, we aim for all our students to develop a strong understanding of themselves as learners and successful members of the school community. Social responsibility is actively promoted across the school.

In **Personal Qualities**, we aim to support students to make wise and sensible decisions about their own behaviour (independence), to understand the importance of operating within school boundaries (mutual respect), and to appreciate their role in creating a safe and supportive environment (contribution).

In **Transferable Skills**, we aim to support students to recognise others' opinions and value their contribution; and to communicate effectively and respectfully with others.

## 1. INTRODUCTION

The hallmark of a KAS student is their confidence, their ability to talk with adults, and their ability to self-regulate. Our approach to behaviour is a key ingredient which enables this.

One of the founding ideas of the school is mutual respect and we have high expectations of behaviour. This is both inside the classroom and during unstructured times at school and beyond. When learning, all students are expected to engage fully with their lessons and work respectfully with their teachers and peers. Outside the classroom, all students are expected to treat others with care and respect and uphold the highest values of being part of our community.

We believe that students should act in this way based primarily on intrinsic rather than extrinsic motivation. We want our children and young people to understand and embody these behaviours as part of their internal DNA, rather than because they are fearful of consequences and punishments.

We trust our children and young people to get this right, and we provide the environment where they can learn and develop it. This means that they have significant freedom to make their own decisions.

To enable students to make positive choices, first there are guidelines and parameters. Second, there is a programme of support, education and collaboration. Students, for example, draw up their own group contracts re. behaviour. The PSHE programme covers and many day-to-day interactions consistently reinforce the expectations and the philosophy. Where individuals require additional support, this is provided through our internal teams and in some cases through external practitioners with whom we forge a cohesive joined-up approach.

Children and adolescents will at times not meet these expectations. This is inevitable and there is much in child and brain development science that enables us to understand why. When this happens, this becomes a learning opportunity for the individual and we will galvanise around the child to support them to learn from the experience. We expect that this will then lead to change; if it does not, then we will have to consider whether KAS is the right environment for that individual.

We are also very aware of what happens when the behaviour of an individual impacts the well-being of others, the learning of the group, or the reputation of the community. When this happens, in extreme cases we may come to the conclusion that the individual can no longer be part of our community. In most cases, we will put in place measures to prevent the behaviour from reoccurring. This would normally be a package of measures, including, for example, a sanction, a contract, close partnership with the family, and a monitoring programme. We would also seek to restore the breaches that have taken place although we are very mindful about the sensitivities involved in this kind of work. If these interventions do not have the desired impact, then again we will have to consider the appropriateness of KAS as a setting for this individual.

When behaviour crosses boundaries, our first priorities are to (1) end the behaviour and (2) support anyone who has been impacted by this. Our next and subsequent priority is to put in place support for the person or people who have engaged in this behaviour so that the deeper reasons driving this can be addressed.

We are proud of our approach to behaviour, which is more complex and individualised than that employed in many other schools. It aligns with our philosophy of the way children and young people best develop, and supports them to grow into the fully rounded young adults of which we are so proud.

## 2. SCOPE OF POLICY

This policy outlines our expectations of behaviour across the school, and the strategies that will be put in place to support these expectations. This will include sanctions where necessary. These expectations are based on the premise of mutual respect and as such extend to all members of our school community.

## 3. EXPECTATIONS

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.

Students are ambassadors of our school community even when off school premises, and we expect them to act accordingly. They are encouraged to uphold expectations of behaviour, have a positive attitude towards learning, to complete their work to the best of their ability, to collaborate and cooperate with staff, and to learn from any support they may receive.

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. Behaviour is not an exact science - as we know, every child is different and has different needs at different times. Our aim to negotiate and support each individual within our agreed framework of behavioural expectations:

In Lower School we simply expect everyone to be Kind, Aware and Safe.

In Upper School our expectations are detailed in the Mutual Respect document (**Appendix 1**)

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.

Independence and responsibility is encouraged by giving students the freedom to use the school grounds to relax and play without unnecessary adult intervention. Students are encouraged to communicate concerns about behaviour to a member of staff.

### **Bullying**

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. Any incidents of bullying will be dealt with swiftly and parents will be informed.

Bullying, or child on child abuse, can be verbal, physical or social, in person or by electronic, online or written means and can be directed at both staff and students. The school practises a preventative strategy to reduce the likelihood 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 response, including sanctions.

*Please see the school Anti-Bullying Policy and Child on Child Abuse Policy for more information.*

### **Prohibited items**

In order to keep everyone safe the following prohibited items are not allowed on site:

- Knives or weapons of any kind
- Alcohol and drugs including New Psychoactive Substances ('legal highs')
- Cigarettes and vapes
- Stolen items
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm
- Matches or lighters

*Please see the School Drugs Policy, No smoking & No vaping Policy and Search and Confiscation Policy for more information.*

### **Mobile Phone and Technology Use:**

Students in the Lower School are not permitted to use mobile phones at any time during the school day. If it is necessary to bring a phone to school because children are travelling alone then mobile phones must be kept in the LS Office until the end of the school day.

In Years 7-9, phones will be collected in at morning registration and returned at the end of the day.

In Year 10, we are conducting a pilot study to make classrooms completely 'phone-free' in light of recent studies on 'Brain Drain' and 'Mere presence'.

Students may use devices (e.g. laptops, iPads, mobile phones for older students) during lesson time to support learning, but only under the instruction and supervision of the teacher in charge.

Students must not record or take photos of other students or members of staff without their permission.

*Students must be aware of and follow the school's Acceptable IT Use Policy which provides further guidance.*

### **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.

### **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.*

## **Parent Partnership**

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. The school communicates behaviour to parents through written reports, student led conferences and parent evenings. Parents are contacted when necessary to communicate behaviour incidents that cause concern.

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. All relevant policies can be found on the school website.

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.

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.

## **4. EDUCATION**

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. 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.

The school understands that the first step to modelling good behaviour is to lead by example, which means we expect all staff, volunteers and visitors to act responsibly and professionally, and never denigrate students or colleagues.

Every year each teacher in the Lower School creates a class contract in collaboration with the students. This is shaped around the behaviour expectations Kind, Aware, Safe. The class contract is displayed in every classroom and shared with single subject teachers.

In the Upper School the Mutual Respect Document, which is co-constructed with students, informs a similar class contract process. **(Appendix 1).**

Callovers, Crew, Form Hour, Circle Time and PSHE lessons provide opportunities to learn and reinforce the principles of self-respect and respect for others and the balancing of rights and responsibilities. Upper School students 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 student 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.

## **5. RESPONSE (CONSEQUENCES)**

Students are treated fairly and proportionately, taking into account their individual needs. When dealing with negative behaviours, our approach is always underpinned by restorative principles. Children are given time to reflect on the choices they made as well as the impact it has on themselves and others. Children are supported to apologise in an appropriate manner in order to restore relationships with others. Our response frameworks (**Appendix 2 and 3**) outline how sanctions are adapted relating to the seriousness and frequency of the behaviour. In line with Section 91 of the Education and Inspections Act 2006, King Alfred School may employ and implement sanctions when other strategies have been exhausted.

Each student's attitude to learning is monitored and strategies are put into place if they 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.

### **Special Educational Needs**

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 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.*

### **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 any of the prohibited items detailed in this policy.

*Please see the Searching and Confiscation Policy*

### **Suspension and exclusion**

Incidents that require a formal consequence (sanction) are recorded on the school Information Management System (SIMS) by the relevant member of staff. The Head holds a central register of any bullying incidents and other incidents which have required an internal or external suspension. 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 is guided by the 'Removal of a Student' procedure.

*Please read the school's Removal of a Student procedures for more information.*

### **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 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 themselves
- Committing any offence or, if 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 or camp). We have staff specifically trained in the use of reasonable force and physical restraint.

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.

*Please see the school's Positive Handling and Use of Reasonable Force Procedures for more details.*

### **Corporal Punishment**

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

## **6. MONITORING**

A central record of behavioural issues is kept on CPOMS 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. The numbers of serious incidents will be reported to Council through the regular Annex to the Head's Report. Bullying data will be analysed by the Pastoral team to reflect and re-design further strategies to improve procedures.

## **7. OTHER**

### **Complaints**



The school has a complaints procedure that accords with the regulations for Independent Schools. 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.*

### **Links to official guidance**

This policy has also been written with regard to:

- ISI Commentary on the Regulatory Requirement
- Preventing bullying - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Keeping children safe in education - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Working together to safeguard children - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Equality Act 2010: advice for schools - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Children Act 1989 ([legislation.gov.uk](http://legislation.gov.uk))
- Children Act 2004 ([legislation.gov.uk](http://legislation.gov.uk))

### **Link to other school policies**

- Anti-Bullying Policy
- Acceptable IT Use policy
- Attendance Policy
- Child on Child Abuse policy
- Complaints Procedure
- Drugs Policy
- Equal Opportunities Policy
- KAS against Racism Policy
- Mutual respect document
- Removal of a Pupil procedure
- Safeguarding 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 Students' Council, School Six etc
- ...shed an individual's negative reputation once they have reformed.

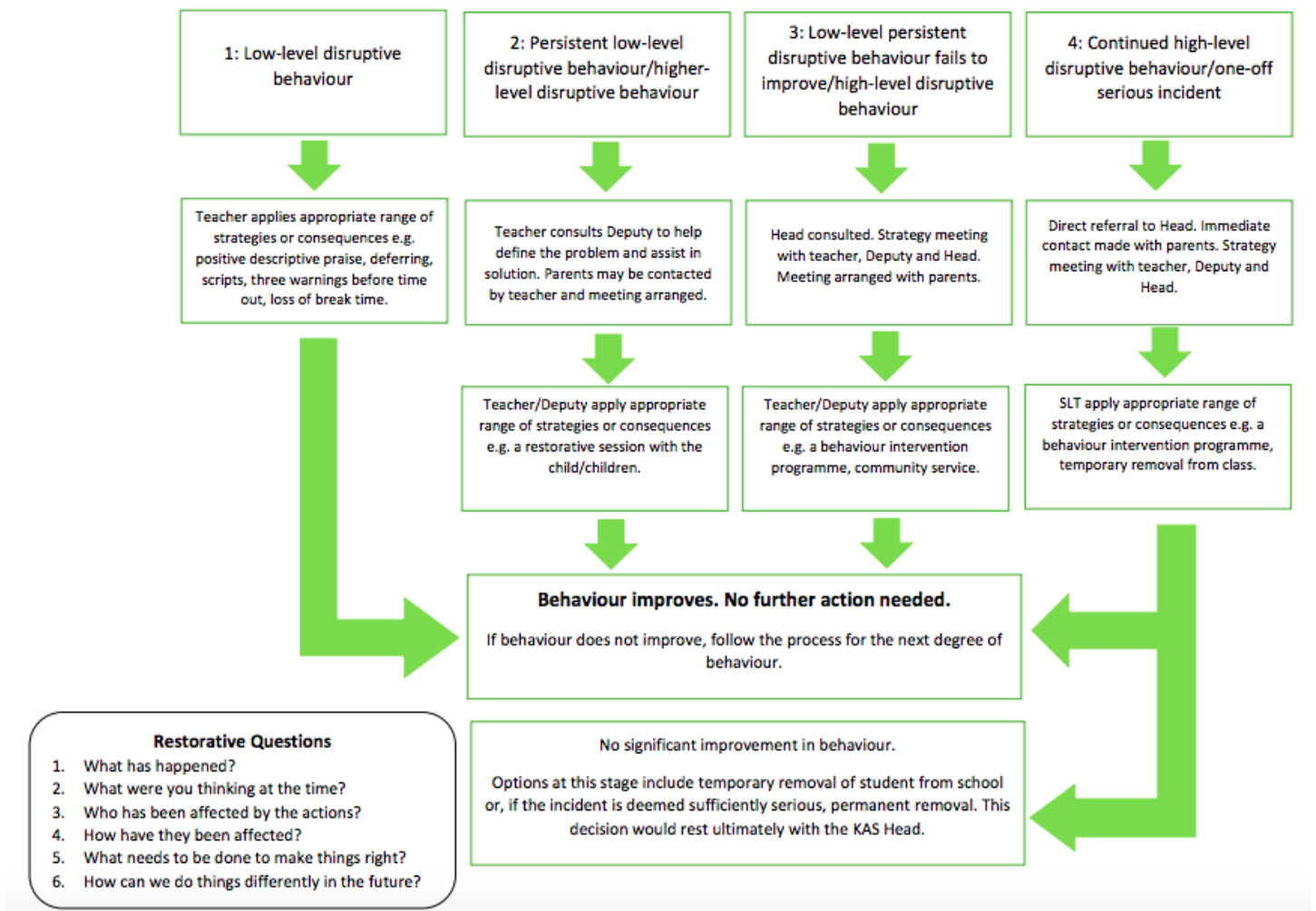
### **We have the Responsibility to:**

- ...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.

## APPENDIX 2 – LOWER SCHOOL RESPONSE FRAMEWORK



### Level 4 incidents are categorised as follows:

- Bullying
- Deliberately injuring another student or themselves
- Swearing at or threatening a member of staff
- Vandalism
- Discriminatory behaviour against any of the protected characteristics
- Theft
- Breach of E Safety agreement – sending offensive messages, accessing inappropriate websites
- Any act of criminality

### APPENDIX 3 – UPPER SCHOOL RESPONSE FRAMEWORK

#### 1) Pastoral Issue or learning issue across multiple subjects

STEP		
<p><i>If another student has been impacted by this incident, then their needs and wishes will be taken into account as we work through the process.</i></p> <p><i>They will receive appropriate support, and there will be close communication with their family throughout.</i></p>	<b>1</b>	<b>Concern raised</b>
	<b>2</b>	<b>Investigation</b>
	<b>3</b>	<b>Conclusion from investigation</b>
	<b>4</b>	<b>Response to individual</b>
		<p><u>Could include</u></p> <ul style="list-style-type: none"> <li>• meeting with student</li> <li>• meeting with family</li> <li>• sanction e.g. social suspension, internal suspension, Head's suspension, external suspension</li> <li>• support - internal or external</li> <li>• expectations about the future (e.g. Contract)</li> <li>• monitoring (e.g. Report)</li> </ul>
	<b>5</b>	<b>Restorative Process</b>
		This will ideally take place, but only if appropriate

Parents will be informed as the situation develops.

In some cases, they may be informed when a concern is raised (step 1), in others, when the investigation is happening (step 2), and in others when we have conclusions from the investigation (step 3).

We will always work closely in partnership with parents through steps 4 and 5.

All steps to be logged on CPOMs