

## Our Behaviours Culture Policy

### **Policy Statement**

'Our Behaviours Culture' Policy sets out our beliefs, strategies and procedures in ensuring that there is a consistent, coherent and positive ethos and culture in the school that is shared and understood by all.

### **Aims and Principles**

The policy is intended to provide a framework for supporting a positive behaviours culture and ethos in and beyond the school. It is our belief that happy and fulfilled students lead to happy and fulfilled learners. The policy sets out how we use our STEPs to underpin the social norms experienced at the school.

The objectives of the policy are that:

- Our students feel safe and valued as members of our school community.
- The school community acknowledges, understands and demonstrates the STEPs as part of everyday life within the school both in and beyond lessons, including trips and visits.
- Through our culture and ethos alongside the processes to support, our students experience and can articulate an equitable and consistent approach to both rewarding and sanctioning behaviours across the school.
- When our students get it wrong, they are supported in getting in right. However, the processes in place ensure that the support for one student does not harm the learning or mental health of others within the school community.
- Parents/ carers will know that the school has policies in place to keep students safe and that the school regularly reviews its systems to ensure they appropriate and effective.

### **Legislation and Guidance**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Behaviour and discipline in schools](#)
- [Keeping children safe in education](#)
- [Searching, screening and confiscating at school](#)
- [Supporting pupils with medical conditions in school](#)
- [Use of reasonable force in schools](#)
- [DFE – Respectful School Communities](#)

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

## 1. Our Beliefs

Positive behaviour is an essential foundation for life in a school; both in an effective learning and teaching environment but also during social times where all members of the school community can thrive and feel respected, safe and secure. Every child has a right to be respected, valued and recognised for who they are and we accept that a person's character may need development to ensure they achieve their full potential. To that end, here at Kingshill we use the STEPs to support intentional character development and these underpin all we do in the life of the school.



- **Our Processes & Systems**

In order to provide a purposeful working environment it is essential all students enter the classroom in the same way. Strictness and structure support good relationships. Creating a good working environment not only improves productivity but also reduces the chance of problems escalating.

### Excellent Entry

An entry routine captures the way in which we want student to end the classroom and begin their first task. It shows students we value the learning time we have together and it is important that we use this time well. A focussed start sets the tone for the rest of the lesson.

Pupils enter classrooms calmly and in silence, they sit in their assigned seating plan and begin their starting activity in 60 seconds.

## 2.1 Rewarding our Students

Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of work and behaviour and fostering a positive school ethos.

It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books or other assessments and around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 3:1 for both learning and behaviour.

All staff are familiar with, **and apply fairly and consistently**, the school rewards system. **(see appendix 1)** These rewards are captured through Edulink, our online platform that allows both students, parents and staff members to see the positive rewards. These rewards are celebrated in tutor groups, assemblies, by the headteacher and at more formal presentation events.

### Types of Rewards:

Students can be awarded:

- House Points
- STEP postcards
- Fantastic Friday
- Faculty Postcards
- Certificates
- STEP badges
- Rewards Assemblies
- Celebration Event Recognition

Each week our Friday afternoon registration session focusses on celebrating achievements from the week. STEP postcards are distributed and tutors award each student 3 house points if they have received no negative points on Edulink, this helps create the culture of 'Fantastic Friday'.

## 2.2 Sanctioning our Students

We will always seek to deescalate negative behaviour choices through a system of warnings and reminders to the student regarding actions and our STEPs. Often the most minimal action from a teacher can bring about a positive change in behaviours. Unfortunately, not all students choose to act on the advice and support offered and therefore the teachers, Unlocking Potential team, Heads of Year and SLT will escalate the sanctions in line with our systems. **(see appendix 2)**

As a school we are aware that some students with SEND have certain barriers that impact on their accessibility to learning. Our teachers are skilled in supporting with strategies to ensure that reasonable adjustments are put in place to maintain a positive learning environment for all. Where negative behaviours are presented and are not aligned with the SEND need then our behaviour sanctions will be applied. We are committed to supporting all students to reflect on their behaviours and to provide further strategies to prevent reoccurrences.

### Sanctions available:

Students can be awarded:

- A warning
- Time out of the lesson
- Removed from a lesson known as 'Parking' which leads to a 10 minute detention and completion of a reflections sheet and restorative justice conversation with the teacher
- Lunch detention (20 minutes)
- Senior Lunch detention (40 minutes) – lunch is taken in the dining hall during this time

- A period of time in the Student Support Room (SSR) with a skilled behaviour lead
- Fixed Term suspension
- Permanent Exclusion

### **3. Our Strategies**

#### **3.1 As teachers, tutors and professionals in the school:**

- We commit to knowing our students well through knowledge of the SEND register and prior data
- We plan intentional lessons in line with the schemes of work
- We have a seating plan for every lesson and establish clear routines.
- We maximise our seating plans to ensure a positive environment
- We use our Active Minds strategies to check for understanding of all learners and to identify and address misconceptions quickly
- We build positive relationships based on our STEPs with all students
- We seek to identify the barriers to negative behaviour choices and apply strategies to correct them
- We apply reasonable adjustments where appropriate for our SEND learners
- We seek to reward positive behaviours
- We record all behaviours on our online platform Edulink using professional language to support children and families understanding the issues that have arisen
- We communicate with home as soon as possible to prevent behaviours from escalating
- We begin each lesson and each day afresh; always believing there is a desire to transform negative behaviours into positives
- We conduct the 10 minute detention, completing the reflection sheet and agreeing how the next lesson/ social period will look
- We model the high expectations of the school
- We follow the policies to support a safe and happy learning environment and school that is consistent and fair to all

#### **3.2 As Heads of Faculty, Heads of Year and Senior Leaders:**

- We communicate in our SDP what a positive culture and ethos looks like
- We have a clear overview of each faculty, year and whole school in terms of the rewards and sanctions awarded
- We analyse data to spot behaviour trends and plan training, assemblies and meetings to bring about the desired positive changes
- We use the Unlocking Potential data to identify the right lead professional for the right student and put in place support to allow all students to realise their potential
- We share the Unlocking Potential data in line with the reporting schedule
- We listen to the voice of the students and the parents should a complaint arise to seek a resolution that is fair and proportionate for all
- We are a visible presence and role model the high expectations of the school
- We follow statutory guidance from the DFE and GCC in relation to supporting students' behaviours
- We follow our policies to support a consistent and fair approach for all

#### **3.3 As headteacher:**

- The headteacher is responsible for reviewing and approving this policy.
- The headteacher will monitor the implementation of this policy to ensure rewards and sanctions are applied in a consistent manner.

### 3.4 As students

- We follow the STEPs with the ambition of being the best versions of ourselves each and every day
- We attend lessons on time, fully equipped and ready to learn
- We follow the Active Minds
- When we get it wrong, we work with members of the school team to find strategies to support a positive change
- We complete reflection sheets honestly
- We celebrate our successes
- We attend detentions when set

### 3.5 As parents/carers

- You respect the school's behaviours policy and encourage your young person to do the same
- You send your young person to school punctually every day, suitably equipped, fed, rested and clothed in accordance with the school's uniform policy
- You make us aware of any Special Educational Needs or other personal factors which may result in their child displaying behaviours outside the norm
- You attend any parent information evenings, parent evenings or other meetings as requested by the school
- You review the Edulink account for your young person and ask questions about the day, taking the time to celebrate the successes
- You ensure that your young person has the necessary facilities to complete homework/revision and encourage them to complete it to the best of his/her ability and on time.

### 3.6 As Trustees

- They ensure our vision for the behaviours culture in the school meets guidelines and is morally acceptable
- They review the Unlocking Potential data and use link visits to ensure the school is applying policies, strategies in line with our core beliefs
- They make sure staff receive adequate training on building a positive behaviours culture
- They hold the headteacher to account for the implementation of this policy
- They support Disciplinary Panels and ask the right questions of the school and the parents/ carers to ensure we are acting within guidelines of being lawful, rational, reasonable, fair and proportionate.

## 4. Support for students

This list is not exhaustive but the following support is available:

- A designated Unlocking Potential Lead
- Seating plans
- Rewards
- Restorative conversations should incidents occur (**see appendix 3**)
- Pastoral Support Plans
- Individual Behaviour Plans
- Teacher Strategy guide
- Move onto the SEND register
- Professionals Meetings
- Referrals to the Inclusion Team in school
  - 1:1 support
  - Small group interventions

## Appendix 2

### Behaviour escalation process – Overview:

**Warning system** – any action that disrupts learning (self or others)

- 1<sup>st</sup> Warning – verbal (optional on board)
- 2<sup>nd</sup> warning – student stands outside (Edulink – Warning in class – sent outside)
- 3<sup>rd</sup> issue – internally parked using faculty rota. (Edulink – 10 minute detention - parked)



**Action:**

- Student completes reflection sheet once parked (pass copy to LRY/HOF)
- Restorative chat – teacher/student (during 10 mins detention)
- Student fails to attend – reschedule for next social time + HOF present.

*(Note: If behaviour then settles and student completes work as desired this is the end of this process.)*



**Warning system** – Student failed to improve and has been previously parked x2 times

- HOF speaks to student – issues lunch detention, teacher calls home (Edulink – Lunch detention parked x2)

**Warning system** – Student failed to improve and has been previously parked x4 times

- HOF speaks to HOY who issues senior detention + calls home. (Edulink – Senior Detention parked x4)
- Student name given to LRY discuss at SLT
- All of above, reset at the end of each term.

### **ON CALL** – Serious incidents

- If behaviour disrupts learning of parked staff member = ON CALL (Edulink – On call SSR x2 lessons + social time))
- Any serious incident in classroom or social time = ON CALL (physical altercation/poor language)
- Any student removed on call will be placed in SSR for a minimum of x2 lesson plus one social time (whichever comes first)
- A phone call is made home stating what has happened, HOY (out of lesson) or HOF (in lesson) follow up.

## SSR

- Student works for 'sustained period of time with focus' = restorative conversation, return to lesson
- Student fails to settle to task – SSR staff call home/explain actions to parent. If problems continue to persist student remain in SSR until student is ready to return to mainstream schooling, continued disruption to result in suspension.

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Appendix 3

Reflection Sheet

Name of student/TG:	
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Lesson parked: (period/subject)	
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Teachers name:	
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Date:	
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Write neatly, and use full sentences. This sheet will be kept on your file. Multiple parking's will result in:

- Parked x2 times = Lunch detention (HOF call home)
- Parked x4 times = senior detention (HOY call home)

Why have you been parked from your subject? What did you do?	Potential issues: <ul style="list-style-type: none"><li>- Talking to others</li><li>- Not focussed on task</li><li>- Not listening</li><li>- Lack of effort</li><li>- Lack of respect</li><li>- Failure to follow instructions</li></ul>
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What led to this happening? What were you thinking before the incident occurred?
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How did your actions impact on you/others around you?

What can you do next time to avoid the same situation?

1.

2.

3.

Break detention issued + completed

Restorative conversation between teacher and student taken place

HOF/HOY action -

## Confiscation

All adults employed by the school have the right to confiscate the following items:

Mobile phones, personal music players, smart watches, inappropriate items of jewellery or clothing (such as a cap or a cardigan). **NB: Mobile phones, smart watches and personal music players are to be switched off and out of sight during the school day. Students will have the item confiscated and will receive a detention if they are seen by staff.**

*It should also be noted that it is not appropriate for staff to have their mobile phones switched on whilst they are teaching.*

Confiscated items must be returned at the end of the school day, or later if parents/carers are informed. Valuable items should be stored in the Head's area.

**Exceptions** to the above include material that is **inappropriate** or **illegal** for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the relevant Head of Year who will follow the behaviour policy, followed by communication to parents/carers confirming the reasons for such action.

A student might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline if the student unreasonably refuses to cooperate.

It should be noted that, while confiscation of a mobile phone is legitimate if reasonably and appropriately done so, searching through a phone or accessing text messages without the student's permission is not. In some circumstances it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether cyberbullying has occurred, for instance, but if the student refuses then the member of staff should not enforce the instruction. The staff member can, however, follow the behaviour policy for failure to follow a reasonable instruction if appropriate.

Headteachers, and staff they authorise, now have the power to search students without consent where there are reasonable grounds for suspecting that a student has a knife or other weapon (Section 550AA, Education Act 1996: inserted by Section 45, Violent Crime Reduction Act 2006). However, at Kingshill, we regard this power to be the duty of the police who would be called in the event of a student's refusal to cooperate.

## **Appendix 4**

### **Expectations for positive behaviour off the school site**

At Cirencester Kingshill School we have high expectations of the behaviour of our students when off school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

To that extent, the school has the right to act:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- To secure behaviour which does not threaten the health or safety of students, staff or members of the public.
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school.
- To provide protection to individual staff from harmful conduct by students of the school when not on the school site.

In addition, the use of defamatory or intimidating messages/images (electronic or otherwise) inside or outside of school will not be tolerated and the behaviour policy will be applied to perpetrators as appropriate.

### **Abuse or intimidation of staff outside school**

Cirencester Kingshill School will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school. The school has the right to apply disciplinary sanctions as appropriate at a suitable time when the student is in school.

## **MONITORING AND EVALUATION**

Monitoring of the policy will be by regular discussions about our behaviours culture at the School Council, Middle and Senior Leaders' meetings and Trustees' meetings when appropriate.

Evaluation of the policy will include analysis of data including:

- Trustee Dashboard
- Permanent and Fixed-term exclusions (see Exclusions Policy)
- SSR figures
- Recorded incidents

### **Policy Review**

The policy will be reviewed annually.

### **Links to other Policies**

- *The Accessibility Plan*
- *Anti-bullying Policy*
- *Child Protection Policy*

- *Looked After Children Policy*
- *Equality Policy*
- *E-safety Policy*
- *Exclusion Policy*
- *Offensive Weapons Policy*
- *Substance Misuse Policy*

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## School Behaviour Stages – Graduated Response

## No SEN Identified

## Identified SEN

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PEX or change of placement.

ASSESS – PLAN – DO - REVIEW

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“Presents emotional / behavioural difficulties which substantially and regularly interfere with the child’s own learning and / or that of others.”

- Pastoral Support Plan initiated
- Governors’ panel held (Discipline Committee)
- Impact review of all previous interventions
- Escalation of exclusions
- Referral to SCAPS / consideration of managed move
- Referral to outside agencies
- Monitored by HOKS / SENCO

- Emergency Annual Review
- Supported transition to alternative placement
- Impact review of all previous interventions
- Work alongside other external agencies

3

“Persistent emotional / behavioural difficulties which are not significantly reduced through strategies used below.”

- Extended time in SSR / Intervention Room
- HOKS / HOY meetings with parents
- Initiation of IBP
- Referral to outside agencies, inc. Ed Psych
- Assessment of need. My Plan / My Plan +
- Fixed Term Exclusion
- Teacher Guidance Sheet
- Allocation of mentor
- Raise awareness of concerns with Chair of Governors’ Discipline Committee

- Adaptations to curriculum / timetable
- Emergency Annual Review to identify additional support
- Explore and review suitability of placement
- Intensify support in school

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“Frequently affecting others and own learning.”

- Tutor / HOY to inform parents / carers
- Use of Report Card / clarify targets
- Referral to SSR / Intervention Room
- Mentor assigned
- Referral to SENCO

- Advice / support from external agencies
- MP / MP+ reviewed and adapted if appropriate
- EHCP application if appropriate
- SENCO / teacher liaison to review / modify strategies

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Classroom management (appendix 1).

- Follow procedures in line with policy
- Persistent low-level disruption, limited to one area dealt with by HOF

- Classroom management differentiated to meet needs
- Pupil IEPs used to inform approaches
- TA support
- Use of MY Plan / My Plan + / EHCP / IEPs

Please Note: This is not an exhaustive list but an overview of actions / provisions to be considered.

## **Individual Behaviour Plan (IBP)**

An IBP will automatically be set up in a meeting with parents/carers if a pupil has had a fixed term exclusion or if a pupil is moved from School Aware to School Action following a prolonged period of concern. The plan will be circulated to all staff and targets reviewed in a tick box format after 8 and then 16 weeks. Failure to make sufficient progress while on the IBP would be likely to result in a Pastoral Support Plan.

## **EDUCATION AND INSPECTIONS ACT 2006**

Following the enactment of the Education and Inspections Act 2006 there have been significant changes to the power of schools to discipline pupils:

### **Key Points**

#### **Detentions**

##### **In school detentions**

- For minor offences, pupils can be detained for a maximum of 10 minutes at breaktime or lunchtime by subject staff.
- If pupils are to be detained for the whole of their lunchtime, arrangements should be made for them to have their lunch. Such a detention would usually take place in the Student Support Room by prior agreement.

##### **After school detentions**

Detentions are lawful if:

- pupils and parents/carers have been informed that the school uses detentions as a sanction and
- whilst the Education Act 2011 gives schools the power to detain pupils outside school hours without notice, Kingshill School will give parent/carers 24 hours' notice.

After school detentions will last for 30 minutes (Lower/Upper School and Faculty) or an hour (Senior).

**CIRENCESTER KINGSHILL SCHOOL**  
**OUR BEHAVIOURS CULTURE POLICY**

Reviewed by: D Christopher (Deputy Head)

L Ryder (Lead Practitioner - Behaviours Culture)

Date: September 2024

Adopted by Governors: 01 October 2024 (Draft version approved)

Signed: 

Date: 02 October 2024

Next Review Date: January 2025 (for final review and approval)

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Appendix

**Head of Key Stage 3** – Mrs D Christopher

**Head of Key Stage 4** – Mr J Morland

**Head of SEN** – Mr D Radbourne

**Inclusion Manager** – Mrs J Paddock

**Assistant to the Inclusion Manager** – Mrs K Newport

**Learning Advisors** – Mrs S Loach and Mrs A Lambrou

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