



Whole School BEHAVIOUR MANAGEMENT POLICY

This policy is applicable to all pupils in the school, including those in Boarding and in the EYFS.

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The School seeks to prepare its pupils for the wider and longer experience of life beyond school and thus to educate them in certain qualities and values. These, amongst others, include: self-discipline, diligence, acceptance of responsibility and challenge, regard for proper authority, honesty, unselfishness, courtesy, fairness, trustworthiness, loyalty and sensitivity to the needs and views of others, courage, and the capacity to look to the future.

The School aims to set high standards of behaviour which will support teaching and learning by providing pupils and staff with a framework of positive support and encouragement, by recognition and appreciation of achievement and by using a fair and consistent system of sanctions.

It is the expectation that most pupils will be motivated to do well and will abide by the school rules. However, it is inevitable that some will make mistakes and although most, with advice, will learn from these without the need for formal sanctions, there will be occasions when sanctions are used. The School's system of sanctions provides a structured way of dealing with pupils who fail to co-operate academically or socially, deliberately or otherwise.

The expectations of pupils are made clear both implicitly and explicitly in the Pre-Preparatory School through assemblies and classroom displays; in the Preparatory School through assemblies, by the circulation of the School rules in the School calendar (which is issued to every pupil and their parents) and the Pupil Handbook; in the Senior School through Tutor Time, Assembly and Chapel and, generally, by publication of the Behaviour Management Policy on the School's website.

Whilst it is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour depending on the nature and context of the lesson or activity, all staff are expected to promote self-discipline amongst pupils and to deal with any unacceptable behaviour. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will ensure this is not tolerated.

Disciplinary issues will be investigated to ascertain the facts of the situation. A disciplinary response will always be guided by these facts. Any sanction that has to be awarded and that is subsequently contested will be handled by the Heads or Deputies, as appropriate.

Behaviour, discipline and key statutory advice

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants. Teachers may discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school trips. In certain circumstances, teachers may also discipline pupils when a pupil's misbehaviour occurs outside of school i.e. if this behaviour impacts on the well-being of the pupil him/herself or other pupils in school. In the Preparatory School, the Headmaster has the power to impose detentions outside school hours. These will usually take place on a Saturday morning. In the Senior School, teachers may issue Subject Detentions (within the school day) and School Detention (after school on Wednesdays); Headmaster's Detention, a very serious sanction which takes place on Saturday mornings, can only be given by the Headmaster of the Senior School (the Principal) and the Senior School Deputies. Teachers may also confiscate pupils' property, if deemed appropriate to do so; confiscated items are then kept securely at the appropriate school office for later collection

Nursery

Rewards for children include verbal praise, stickers, reward charts and positive reinforcement. If necessary, time out from an activity may be used as a sanction. An escalation of poor behaviour may require the involvement of the Senior teacher or Head and communication with parents/carers.

Exclusion from the Nursery would only take place if all other avenues had been explored and exhausted. (See 15a WS Exclusion Removal and Review Policy)

The named person for behaviour management in the Nursery is Mrs Harriet Mountford and Claire Overall (whilst Harriet Mountford is on maternity leave)

Pre-Preparatory, Preparatory and Senior School.

Appreciation and Reward

Pupils should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any child should be emphasised, and any criticism should be constructive, and designed to enhance a child's feeling of self-worth and not to dispirit.

Achievement is recognised and applauded in School Assemblies, appointments to positions of responsibility, Prize Giving, the presentation of Colours/Awards and through written reports and publications. In the Pre-Preparatory School commendation is also given via a 'star system' for good work and 'house tokens' for conduct and kindness. In the Preparatory School, house points are issued in the form of 'blobs' (good work) and 'credits' (conduct and kindness) and certificates are then issued both in the whole school assembly on a Wednesday and in the Cathedral at the end of the Matins service to celebrate success. Extra-curricular achievements are celebrated in assembly, in the Cathedral and, at the end of each term, achievement and/or dedication and commitment to a particular area of school life is recognised by the awarding of certificates and colours. In the Senior School, academic achievement is rewarded through the award of House Tutor, Housemaster/mistress and Headmaster Commendation certificates in Assembly, whilst extra-curricular achievements are recognised in Assembly through acknowledgement and applause, through the presentation of appropriate certificates, medals, trophies etc, and through the nomination of Team of the Week, which is rewarded with vouchers for each player. Longer term achievement and/or dedication and commitment are recognised by the presenting of certificates and Colours (for sports) and Awards (for non-sports).

Support Systems

The Pre-Preparatory, Preparatory and Senior Schools aim to support the management of pupils' behaviour by:

- publishing school rules, codes of conduct and anti-bullying policies
- delivering a comprehensive programme of PSHEE, RSHE and the Pastoral Curriculum;
- offering pastoral support from Form Teachers, Form/House Tutors, Heads of House/Heads of Year/Housemasters, school counsellors and the Chaplain;
- holding regular staff briefings (in each part of the School);
- involving peer mentors, buddies and senior pupil mentors;
- encouraging parents to support the School's expectations which are communicated in Parents' evenings and through the School's regular communications (newsletters and mail-outs);

When sanctions are administered parents will be contacted and their support is sought to reinforce key messages.

Sanctions

Discipline within the classroom is naturally the primary responsibility of the member of staff concerned, supported by his or her Head of Department and, where appropriate, by senior staff. Discipline and the maintenance of standards in general outside the classroom are the responsibility of all members of staff. Staff may refer more serious or persistent matters in the first instance to the Deputies, Senior teacher or Heads as appropriate. The most serious cases are dealt with by the Principal.

Sanctions are applied with the aim of promoting positive behaviour. All staff must seek to ensure that punishments are proportionate to the offence, and should be constructive, enabling children to make reparation where possible.

Sanctions may include a requirement to undertake menial but not degrading tasks on behalf of the School or external community, detention for a reasonable period, withdrawal of privileges, temporary exclusion, or alternatively being removed or permanently excluded.

Pre-Preparatory School sanctions include:

- Loss of Golden Time
- Loss of playtime
- Exclusion (temporary and permanent)

Preparatory School sanctions include:

- Yellow cards (loss of break time)
- Red cards (loss of lunchtime)
- Headmaster's detention (Saturday morning)
- Exclusion (temporary and permanent)

Senior School sanctions include:

- Subject Detention (loss of break/lunch time)
- School Detention (60 or 90 minutes after school on Wednesdays)
- Headmaster's Detention (min. 90 minutes, max. 3 hours on Saturday morning)
- Exclusion (temporary and permanent)

Other sanctions may be deemed necessary which fall outside the main sanctions listed above such as removal from a particular lesson or teaching group, or withholding participation in educational visits, playtime or sports events which are not essential to the curriculum.

Any pupil who is found to have made a malicious accusation against a member of staff will be given a sanction. Each case will be reviewed individually to explore the circumstances surrounding the accusation.

The School will seek to ensure that all rewards and sanctions are applied fairly, consistently and in accordance with the School's equal opportunities policy.

Corporal Punishment

In accordance with section 131 of the School Standards and Framework Act 1998, it is the policy of King's Rochester not to use or threaten the use of corporal punishment.

The Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

Behaviour and SEND

The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Expectations for pupil behaviour are the same for all pupils at King's Rochester. Pupils with Special Educational Needs and Disabilities (SEND), including those identified as having social communication difficulties, are supported by the Special Educational Needs Coordinator (SENCo) and staff. Early intervention is agreed for pupils who are experiencing problems, and strategies are agreed with parents and put in place for the management of the pupil's behaviour. Persistent poor behaviour or breaches of the School rules will be dealt with in line with the School's Discipline and Exclusion policy.

Behaviour records

Records of both rewards and sanctions for all individuals are recorded. In the Pre-Preparatory School this is managed by a behaviour tracker, class loss of golden time tracker, star charts, display of house tokens. In the Preparatory School, this is recorded on the School's management system, iSAMS and 'blobs and credit' totals are announced in assemblies and are displayed in the foyer area, in Form rooms and in the individual child's pupil handbook. In the Senior School, this is also recorded on the School's management system, iSAMS.

Parent Misconduct

The School reserves the right to have a child withdrawn from the School when the parent or guardian of that child is proved to have shown serious or persistent misconduct in relation to a pupil, a member of staff, another parent or to the reputation of the School.

Parents and guardians who accept a place for their child undertake to uphold the School's policies and regulations, including this policy. They are expected to support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and prep./private study.

This policy is available to both current and prospective parents on the School's website.