



## Behaviour Policy

This is a statement of the aims, principals and strategies for behaviour (including rewards, sanctions and discipline) at Kensington Wade **for all classes including the EYFS**. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

This policy should be read in conjunction with the School's:

- Values
- Rewards and Sanctions Policy including the EYFS
- Anti Bullying Policy
- Safeguarding Policy
- Use of Force to Control or Restrain Pupils Policy
- Exclusion Policy

Physical intervention with a pupil, including children in the EYFS, by a member of staff is acceptable if needed to avert immediate danger or personal injury. If such an occasion should occur, the member of staff must inform the Head and a record will be kept. The parents must be informed on the same day or as soon as reasonably practicable. **Kensington Wade does not use or threaten to use corporal punishment under any circumstances.**

This policy reflects the ethos of the whole school. We want Kensington Wade to be a school of opportunities; a place where children are challenged to become their best, to discover new talents and interests and to develop a global outlook, within a safe and nurturing community. As a school we believe that good relationships between each other will help us to learn, develop and make progress. Our school community is like a family and all members should treat each other with respect at all times. **We all try to treat other people as we would like to be treated ourselves.**

Kensington Wade takes due regard to the duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. This policy recognises the requirement to encourage respect for other people, and not discriminate against pupils with particular regard to the protected characteristics under the Equality Act 2010.

### Policy Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote consistent modelling of good behaviour.

- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

These aims are backed up by a system of rewards and, where necessary, appropriate sanctions (see separate Rewards and Sanctions Policy).

### **How should pupils behave and treat each other?**

- Think about the feelings of other pupils and listen to their ideas and opinions.
- Be kind and positive to other pupils.
- Offer help and friendship to anyone who is unhappy or lonely.
- Respect the differences in each other e.g. different nationalities, beliefs or faiths, differences in the way we look.
- Look after your own and other people's belongings and take care of books and equipment.
- Respect the privacy of others; we all need our own space sometimes, and do not copy other pupils' work.
- Always use words and language that will not make others feel unhappy.
- Walk (not run) when moving around the school.
- Wear the correct school uniform.
- Hurting others is never allowed. If someone hurts you do not hurt them back, but tell a teacher.

### **How should pupils treat the staff?**

- Be positive, polite, co-operative and helpful.
- Take responsibility for your own learning and complete homework as well as you can.
- Pay attention in class and take part in a positive way.
- Arrive on time for lessons and come prepared.
- Take part in extra activities and clubs with the same good behaviour as you show in your normal lessons.
- Always behave extremely well when on trips outside school, as you are representing the school.
- Tell teachers at the start of the day if you have not completed your homework.

### **How should staff treat pupils?**

- Treat all pupils fairly and with respect.
- Be firm, fair and listen; do not raise your voice in anger.
- Be positive, polite, approachable and helpful.
- Encourage and support pupils to achieve their potential, using praise whenever possible.
- Take an interest in their achievements outside the classroom, supporting extra-curricular events when possible.
- Set homework that is right for each year group.

- Offer personal help when necessary and be sensitive about a pupil's problems but make sure they realise you might not be able to keep it a secret.
- Be aware of any circumstances at home that may affect a child's behaviour e.g., parents away, and make adjustments.

#### **How should we treat the wider community – visitors to the school and outside school?**

- Be polite and helpful at all times.
- Be considerate of others – do not block pavements, drop litter, leave bags in unsuitable places, talk too loudly in public places.
- Behave in an orderly manner on public transport, queuing when necessary.
- Always think of road safety so that everyone is safe at all times.
- Represent Kensington Wade with pride, remembering how lucky you are to belong to such a positive and successful school.

#### **Corporal punishment is never used or threatened.**

##### **Procedure**

This policy seeks to develop children towards high self-esteem and self-discipline. This arises from good relationships and from setting expectations of good behaviours. It is important that children are familiar with the school ethos and the Code of Conduct. The children will be rewarded for good behaviour using a positive system of rewards. It is important that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff are clearly understood.

We operate an ethos of flexibility and tolerance – each pupil should be treated as an individual.

To be effective it is essential that everyone follows the procedures in place in a consistent manner.

Parents, pupils, staff and governors share responsibility for creating an atmosphere, which is conducive to a well-disciplined and happy school which meets the personal, social and emotional needs of all children. We expect all parents to support the aims of the school, ensuring their child maintains appropriate standards of punctuality, behaviour, diligence, language, discipline, appearance and dress.

In order to teach children where their boundaries lie, there will be fair and consistently applied sanctions for inappropriate behaviour. Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are.

Boundaries of acceptable behaviour are reinforced positively in Assemblies, PSHE lessons and class discussions and constantly through reminders in the daily life of the school.

##### **Sanctions and consequences**

Staff should always remember that a sanction should be given for unacceptable behaviour and should not stigmatise the pupil, for example, the *behaviour* could be described as silly, not the *child*. Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction has been given, it must be followed through. A sanction should not humiliate or degrade a pupil.

Class teachers will make a judgement as to the most appropriate sanction. For less serious offences this may include a timeout at play time (including a conversation with the teacher about the consequences of the action). For more serious offences parents and Deputy Head

(Chinese) or Head may be informed and spoken to. Sanctions where parents have been informed should be recorded in the Behaviour log.

In the event that a teacher has not witnessed an alleged incident, they would ask the pupils involved for information and ensure that every child is treated fairly; no assumption of wrong doing will be made.

Children will always be asked to apologise to those who were affected by their behaviour. This should encourage the child to take responsibility for their actions. If a problem is persistent, recurring or serious the child's parents will be informed with a view to devising a strategy to manage the behaviour. It is crucial that the staff and parents work together to improve the situation.

### **Disciplinary Strategies**

The **offenders** may:

- Be encouraged to improve their own behaviour by observing the teacher praising others
- Be spoken to by their teacher to discuss their behaviour at an appropriate time e.g., end of a lesson
- Be sat away from their usual seat in class to work away from peers for a period of "time out/cooling off"
- Be sent to another class for a short period of "time out/cooling off"
- Be sent to speak to other members of staff, the relevant Deputy Head or Head
- Have their parents/guardians informed if appropriate (parents may be called in to the School)
- Be given behavioural or encouragement charts and rewards systems
- Have privileges withdrawn (e.g. missing playtime etc.)
- Make up class work or homework 'avoided' at break or lunch time under direct supervision
- Be withdrawn from participating in practical work for a period of time if appropriate to safeguard the welfare of the majority of pupils (if their or others' safety is a cause for concern)
- Receive an official warning to stop offending; 3 warnings can be given before the pupils concerned goes to see the Head

Examples of major poor behaviour include use of known foul or abusive language, physical or verbal assault, deliberate damage to property, stealing, leaving school premises without permission, bullying and disruptive behaviour while attending school.

There will also be disciplinary action against pupils who are found to have made malicious accusations against staff.

This type of behaviour is rare, and it is the responsibility of the teacher, SLT and parents to help the child modify his/her behaviour.

### **Exclusion**

Throughout this process there will be regular meetings with the parents and if the behaviour is unresolvable, as outlined in the Parents' Terms and Conditions, the pupil might in very extreme cases, be recommended for a temporary suspension/exclusion or, as a next step, permanent exclusion (expulsion) if they will not end such behaviour. A complaint/review process will be set out. See Exclusion Policy.

Any behaviour related incident of a fairly or serious nature, must be reported to a member of the SLT and a record should be completed and submitted to the Head.

If a child is found to have made an unfounded or malicious accusation against a member of staff, the exclusion sanctions outlined above will be applied. These sanctions will follow a full and thorough investigation and discussion with the relevant staff and parents.

It is essential that staff, parents and pupils work together and support one another to achieve the best outcome / success for the pupil concerned.

### **Searching, Screening and Confiscation**

The Head and teaching staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below: knives and weapons; alcohol; illegal drugs; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil); tobacco and cigarette papers; fireworks; and pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Any search of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy. The age and needs of pupils being searched or screened will be considered. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and reasonable adjustments may be required where a pupil has a disability.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. See [Searching, Screening and Confiscation Advice for schools July 2022](#) for more information.

**For further information please refer to the Rewards and Sanctions Policy and the Use of Force to Control or Restrain Pupils Policy.**

HM September 2023

Next Review: August 2024

## Kensington Wade Sanctions

Offense	Sanctions
<b>Medium Level Offenses:</b> <ul style="list-style-type: none"> <li>• Rough play</li> <li>• Repeated verbal taunting, name calling or teasing</li> <li>• Throwing food / water</li> <li>• Bad behaviour off site</li> </ul>	1 – Warning 2 – Time Out (time dependent on age but never more than 10mins) 3 – Speak to Head and/or parents informed.
<b>High Level Offenses:</b> <ul style="list-style-type: none"> <li>• Bad language (deliberate, rude and / or offensive or swearing)</li> <li>• Deliberate punching, hitting, kicking, spitting or tripping</li> <li>• Lying</li> <li>• Stealing</li> <li>• Malicious accusations against staff</li> </ul>	Immediate speak to Head and parents informed. Immediate withdrawal from activity where appropriate.  Possible sanctions include: Suspension Temporary exclusion Permanent exclusion

### ❖ Cyber Bullying - What sanctions will be used?

The 'No blame' approach will be used; however, the person may lose certain privileges depending on the severity and the length of the bullying. These may include blocked access to the Internet at school, detention, or even suspension or exclusion, which will be at the discretion of the Head. Access to technology should be seen as a privilege not a right and the abuse of these privileges brings consequences. See E-Safety Policy.