

Behaviour and Discipline Policy

Reviewed by: Community and Wellbeing

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1.0 Introduction

Katharine Lady Berkeley's School (the "**School**") aims to promote positive behaviour and ensure that every pupil benefits from a safe and rewarding learning environment.

This policy has been developed having regard to current Department for Education guidance and statutory requirements, including *Behaviour in Schools*, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, Restrictive interventions, including the use of reasonable force, in schools*, *Searching, Screening and Confiscation*, *Mobile Phones in Schools* and *Keeping Children Safe in Education*.

This policy should be read alongside the School's Anti-Bullying; Suspension and Permanent Exclusion; Rewards; Restrictive Interventions/Use of Reasonable Force; Searching, Screening and Confiscation; Child Protection and Safeguarding; SEND; Attendance and Mobile Phone policies and procedures.

The School's approach to behaviour is based on the expectations that pupils are Ready, Respectful and Safe. We aim to create a calm, predictable and inclusive environment in which all pupils can learn and all members of the school community feel safe and respected.

Our approach is relational whilst maintaining clear boundaries, high expectations and consistent consequences. Staff seek to understand factors which may influence behaviour without excusing behaviour that is unsafe, harmful or disruptive. Where appropriate, restorative approaches are used to help pupils understand the impact of their behaviour, take responsibility, repair harm and successfully reintegrate into learning.

2.0 Behaviour

Annex 1 sets out the principles that our School expects pupils to comply with in relation to their behaviour. Parents and pupils will receive a copy of this policy before starting at the School. Parents will be expected to read this policy with their child from time to time. This policy will be reinforced in assemblies.

The Head teacher is in overall charge of behaviour management and teachers are responsible for day to day issues. This policy applies to all age groups at the School at all times (including in some circumstances outside School). It applies when the pupil is:

- at the School, representing the School or wearing the School uniform;
- travelling to and from the School;
- on a School visit;
- identifiable as a pupil of the School; or

- involved in any activity that could have repercussions for the orderly running of the School, pose a threat to another pupil or member of the public, or that may adversely affect the reputation of the School.

3.0 Rewards

The School believes that praise and encouragement are the best motivation for good behaviour. Pupils will be rewarded in accordance with the School Rewards policy. The School's system of rewards includes the following:

- praise via Class Charts
- letters may be sent to parents to recognise an excellent achievement or an exceptionally helpful act
- vouchers

4.0 School Discipline

The Head teacher has authority to discipline pupils whose behaviour is unacceptable, who breach the School rules, or who fail to follow a reasonable instruction.

For the sanction to be lawful it must satisfy the following 3 conditions:

- the decision to sanction a pupil must be made by a teacher or paid member of staff with responsibility for pupils (such as teaching assistants) authorised by the Head teacher
- teachers can discipline pupils at any time the pupil is in school or elsewhere

under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school

- the sanction must not breach any other legislation (for example, equalities law) and it must be reasonable in the circumstances

The Head teacher and authorised staff can apply sanctions which must be proportionate to the conduct of the pupil. The punishment must be reasonable in all the circumstances and account will be taken of the pupil's age and special educational needs or disability (SEND) and any religious requirements affecting them. Staff must act fairly and consistently in applying sanctions and should take in to account the pupil's previous behaviour and any mitigating circumstances.

The following sanctions may be applied to pupils:

- a verbal reprimand
- repeating unsatisfactory work
- setting of written tasks
- being sent to the Head teacher

- loss of privileges
- missing break time
- detention (including during lunch time and after school)
- School community service (such as picking up litter)
- being placed on report for behaviour monitoring
- confiscation of pupils' property
- lesson relocation (temporary move to another classroom or supervised area to enable learning to continue)
- removal from lesson by the Response Team (where behaviour significantly disrupts learning or poses a risk)use of the Reflection Room for serious or repeated breaches
- suspension and permanent exclusion

Detentions may be imposed during school hours or outside normal school hours.

Parental consent is not required for detentions. Staff will not issue a detention without considering the following points:

- whether the detention is likely to put the pupil at risk
- whether the pupil has known caring responsibilities
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so but it may not be necessary for a short after school detention where the pupil can get home safely
- whether suitable travel arrangements can be made by the parents, even if inconvenient

When a pupil is referred to the Reflection Room, the aim is to provide a calm, supervised space where they can regulate, reflect, and restore readiness to learn. The time spent there should be constructive and purposeful, focusing on reflection, completion of learning tasks, and a supported discussion about how to repair relationships or re-engage positively in lessons.

Pupils should remain in the Reflection Room only for as long as necessary, and must be supervised at all times. They should be given appropriate opportunities to eat, drink, and use toilet facilities. The Reflection Room should not be used as a form of isolation or punishment, but as a structured intervention to support behaviour reflection, accountability, and reintegration.

5.0 Suspension and Permanent Exclusion

- Suspension and permanent exclusion are serious sanctions and will be used in accordance with the School's Suspension and Permanent Exclusion Policy and current statutory DfE guidance.

- A suspension may be used in response to behaviour that constitutes a serious breach or persistent breaches of the School's Behaviour Policy. Suspension may also be used to provide a clear signal that particular behaviour is unacceptable and that continued or repeated behaviour may place a pupil at risk of permanent exclusion.
- Where suspensions are becoming a regular occurrence for an individual pupil, the School will consider whether suspension alone is effective and whether additional assessment, support, reasonable adjustments or intervention is required.
- Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the School's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.
- The decision to suspend or permanently exclude a pupil may only be taken by the Headteacher, or the person formally acting in that role, and will be made on the balance of probabilities, having regard to all relevant circumstances and evidence.
- The School will have regard to its statutory duties relating to SEND, disability, safeguarding and equality when considering suspension or permanent exclusion.

5.1 Reintegration following suspension

- Following a suspension, the School will support the pupil to reintegrate successfully into school and education. A reintegration strategy will provide the pupil with a fresh start, support them to understand the impact of their behaviour, reinforce the School's expectations, rebuild their sense of belonging and support their engagement with learning.
- The reintegration strategy will normally be discussed with the pupil and, where possible, their parent/carer at a reintegration meeting before or at the beginning of their return. The pupil's return to mainstream education will not be delayed because a parent/carer is unable or unwilling to attend a reintegration meeting.
- Where appropriate, reintegration arrangements will be reviewed and adapted and may include support from a trusted adult, personalised targets, pastoral intervention, SEND support or multi-agency involvement.
- Further details regarding suspension and permanent exclusion, including notification, education during suspension, reintegration, governance arrangements and review procedures, are set out in the School's Suspension and Permanent Exclusion Policy.

5.2 Off-site direction and alternative provision

Where appropriate, the School may consider alternative provision or off-site direction as part of a planned intervention to improve a pupil's behaviour and avoid permanent exclusion. Off-site direction will not be used as a punishment for past behaviour and will be used only in accordance with statutory requirements and current DfE guidance.

Any placement will have clearly identified objectives, timescales and review arrangements and will take account of the pupil's SEND, health, safeguarding and educational needs.

5.3 Separation for safeguarding purposes

There may be exceptional circumstances in which it is necessary to temporarily separate pupils, including where an allegation of harm by one pupil against another requires separation while safeguarding enquiries or risk assessments are undertaken. Such arrangements will be led by the DSL or a deputy, considered on a case-by-case basis and kept under review.

Where a pupil is temporarily prevented from attending the school premises solely for safeguarding reasons, this will not be treated as a disciplinary suspension. The School will follow current statutory guidance regarding safeguarding, education provision, parental communication and governance oversight.

5.4 SEND, disability and additional needs

- The School recognises that behaviour can sometimes be an indication of an underlying or unmet need. Staff will consider whether behaviour may be related to SEND, disability, communication needs, mental health, trauma, adverse experiences or other factors affecting a pupil's ability to regulate or engage successfully in school.
- The School will comply with its duties under the Equality Act 2010 and the Children and Families Act 2014, including its duty to make reasonable adjustments for disabled pupils.
- Reasonable adjustments may be made to the way expectations, routines, communication, interventions or sanctions are applied where this is necessary to avoid placing a disabled pupil at a substantial disadvantage. Reasonable adjustments do not mean that pupils with SEND or disabilities are exempt from the School's behaviour expectations; they are intended to enable pupils to meet those expectations successfully.
- Where a pupil demonstrates persistent or repeated behaviours of concern, the School will consider whether there are unmet educational, communication, social, emotional, mental health or other needs and whether additional assessment or support is required.

- Where appropriate, the School will work with parents/carers, the pupil and relevant professionals to identify strategies and support through the School's graduated approach.

6.0 Intervention

The School will endeavour to intervene early in incidents of poor behaviour to avoid it escalating. Staff will consider whether the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Child Protection and Safeguarding policy. Staff will also consider whether continuing disruptive behaviour may be the result of unmet educational or other needs and will consider whether a multi-agency assessment is necessary.

The School will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

Where patterns of behaviour are emerging, or where sanctions and interventions are not resulting in sustained improvement, the School will consider what additional support or intervention may be appropriate. This may include pastoral support, SEND assessment or support, mentoring, personalised behaviour planning, work with parents/carers, support from external agencies or alternative provision where appropriate.

The School will seek to identify and address underlying causes of behaviour at an early stage and, where appropriate, involve the pupil in identifying strategies that will help them successfully meet the School's expectations.

7.0 Restrictive Interventions, including the Use of Reasonable Force

The School is committed to minimising the need for restrictive interventions. Staff will use preventative, relational and de-escalation approaches wherever practicable to reduce the likelihood of situations escalating.

There are circumstances in which staff may use reasonable force. Any use of force must be lawful, necessary, reasonable and proportionate to the circumstances and the seriousness of the incident.

Staff will take account of relevant information about the pupil, including SEND, disability, communication needs, medical needs and other known vulnerabilities, when considering how best to respond to an incident.

Following a significant incident involving the use of force, appropriate consideration will be given to the welfare of the pupil and staff involved, any necessary medical attention,

safeguarding considerations and what can be learned to reduce the likelihood of recurrence.

Significant incidents involving the use of force will be recorded in writing as soon as practicable and reported to parents/carers as soon as practicable, in accordance with statutory requirements and DfE guidance.

The School will monitor the use of restrictive interventions to identify patterns and consider whether changes to individual support, reasonable adjustments or wider practice are required.

Further details, including the circumstances in which restrictive interventions may be used, preventative and de-escalation approaches, recording and reporting requirements and post-incident support and review, are set out in the School's Restrictive Interventions and Use of Reasonable Force Policy.

8.0 Searching, Screening and Confiscation

Any searches of pupils, screening, or confiscation of items will be in accordance with our policy on Searching, Screening and Confiscation.

9.0 Procedures to be followed when issuing sanctions

Teachers may impose sanctions for day to day behavioural issues (such as uniform offences and failure to do homework without a reasonable excuse). Persistent poor behaviour will be referred middle and senior leaders to impose appropriate sanctions.

The Head teacher or acting Head teacher will impose sanctions for serious incidents such as bullying and aggression. It is only the Head teacher or acting Head teacher who may suspend or exclude pupils. Staff will consider the seriousness of the incident and will act fairly and reasonably in imposing the appropriate sanction.

10.0 Records

The administration of sanctions are recorded centrally. The records will include:

- the name of the pupil concerned
- the reason for the punishment
- the type of punishment
- the name of the person administering the sanction

11.0 Monitoring

11.1 Monitoring and Review

The Headteacher will ensure that staff implement this policy effectively and consistently and that appropriate training and support are provided.

The School will routinely monitor behaviour data to identify patterns and evaluate the effectiveness and fairness of its behaviour systems. This will include, where appropriate, analysis of sanctions, lesson removals, Reflection Room use, suspensions, permanent exclusions, restrictive interventions and other significant behaviour incidents.

Data will be considered across relevant pupil groups, including pupils with SEND, disadvantaged pupils and pupils with other identified vulnerabilities, and with regard to protected characteristics, to identify disproportionate patterns or areas requiring further action.

Where data identifies repeated sanctions, removals or suspensions for an individual pupil, the School will consider whether further assessment, reasonable adjustments, pastoral support or multi-agency intervention is required.

The Board of Trustees will monitor the effectiveness and implementation of the Behaviour Policy and hold the Headteacher to account. It will receive appropriate information about patterns in behaviour, suspensions, permanent exclusions, pupil movement and the use of restrictive interventions.

Annex 1 - Behaviour Principles

The School recognises that clear rules are required to create a secure environment where learning can flourish. The underlying principle behind all aspects of the School's expectations for the conduct of pupils is that they will behave in a way which allows them and others to make the best possible progress in an environment where they are emotionally and physically secure. High standards of behaviour are essential for pupils to enjoy their time at the School and for the achievement of results which reflect each pupil's ability.

Each pupil is expected to behave in a way which enables them to make the best possible academic and social progress. This requires the pupil to follow the School's code of conduct, to focus on their work in lessons, to endeavour to complete all work to the highest standards of which the pupil is capable, to complete all homework set and to respect and care for the wider school, in terms of the School community including all staff and other pupils, its buildings and resources.

We value effort and achievement and we encourage every positive contribution that a pupil makes to the life of the School. Each pupil is required to abide by the principles enshrined in this Behaviour Policy:

- pupils should be quiet and listen when the teacher/other pupils are talking
- entry to and exit from classrooms should be orderly
- pupils should treat the teacher and other pupils in the way that they expect to be treated
- pupils should get ready to work as soon as they arrive in the classroom including having books, equipment and journals out of bags
- pupils should follow instructions without argument
- pupils are expected to try their best with the work that they are given
- low level disruption, including questioning/challenging the teacher's instructions, talking over the teacher, inappropriate language, distracting other pupils from learning, and low-level chatter is not acceptable
- we encourage pupils to make an effort, work hard and achieve high standards to the best of their ability
- we expect pupils to attend school on time for registration and be on time for lessons
- we expect pupils to participate fully in the classroom by listening, making contributions, and co-operating with the teacher and with other pupils
- School uniform must be worn during the school day and for school activities.
- pupils' behaviour should reflect well on the School, whether you are at the School or outside the School
- pupils are banned from possessing prohibited items. These are:
    - knives or weapons

    - alcohol
    - illegal drugs
    - stolen items
    - tobacco, cigarettes, e-cigarettes, vapes and vaping products
    - fireworks
    - pornographic images
    - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- the use of bad language is unacceptable. Name-calling, threats, harassment, racism, homophobia and all forms of discrimination are unacceptable conduct
- bullying (including cyber-bullying) has never been tolerated at this School
- physical violence; threats of violence; and intimidation is forbidden
- misconduct of a sexual nature is forbidden
- malicious allegations against staff will be taken seriously and appropriate sanctions applied
- bullying, intimidation, harassment, discriminatory abuse, threatening behaviour or other abuse directed towards members of staff, whether in person or online, is unacceptable and may result in a serious sanction
- vandalism and graffiti-writing is regarded as a breach of our rules
- pupils must not borrow or interfere with other people's property without permission. Pupils must not steal property
- pupils must not damage property otherwise you or your parents may be asked to pay for the damage

The following types of behaviour will result in the immediate removal of the pupil from the classroom and are likely to lead to time in the Reflection Room or a suspension in accordance with the School' Supensions & Exclusions policy:

- behaviour affecting other people's health and safety
- behaviour which places the pupil out of the care and control of the teacher
- offensive language directed at a member of staff
- abuse on the grounds of a protected characteristics
- inappropriate sexual behaviour
- total defiance
- dangerous behaviour
- physical/threatening behaviour towards staff or pupils
- severe damage to property

The School's Bullying policy makes a number of references to the steps which will be taken by the School to ensure that all members of the School community understand that bullying is unacceptable. Many of these steps will also seek to ensure that any form

of intimidating or aggressive behaviour is considered to be unacceptable whether covered by the broad definition of bullying or not. Examples of the kinds of behaviour which are not necessarily bullying but are deemed to be intimidating and aggressive behaviour include:

- older pupils behaving in ways which are threatening to younger students – either intentionally or not
- pupils responding in a physically aggressive manner to unintentional physical contact
- excessively aggressive versions of games played at break and at lunchtime
- unacceptable behaviour when not directly supervised, for example on the way to and from the School, and threats via social networking

The School recognises that these and other forms of intimidating and aggressive behaviour take place and will seek, through the curriculum, across the curriculum through SEAL (Social and Emotional Aspects of Learning) and through other activities, to prevent such behaviour and to help pupils to understand the effects that their actions have on others. If this kind of behaviour does take place, the School's sanctions procedures will be used. These may be accompanied by appropriate support for pupils who have difficulties in avoiding or controlling aggressive responses.

11.2 **Online behaviour**

The School may respond to inappropriate online behaviour, including behaviour occurring outside the school day, where there is a clear connection to the School or where the behaviour could adversely affect the safety, welfare or education of members of the School community or the orderly running or reputation of the School.

This may include online bullying; harassment; discriminatory abuse; threats or intimidation; sexual harassment; sharing harmful, humiliating or inappropriate material; impersonation; or abusive behaviour directed towards pupils or staff.

Where online behaviour raises a safeguarding concern, the School's Child Protection and Safeguarding Policy will be followed.

11.3 **Malicious Allegations against staff**

The school is committed to fostering a positive, safe, and respectful environment for both students and staff. Allegations made against staff must be taken seriously, but it is equally important to protect staff from false or malicious claims. This section outlines the school's approach to handling allegations against staff members that are determined to be deliberately false or malicious, in line with DfE guidance.

11.4 **Definition of malicious allegations**

A malicious allegation is one where an individual knowingly makes an untrue claim with the intent of causing harm, distress, or damage to the reputation of a staff member. This

does not include genuine misunderstandings or allegations made in good faith that are later found to be unsubstantiated.

11.5 **Initial response to allegations**

All allegations against staff members will be investigated in accordance with the school's safeguarding procedures and the DfE's Keeping Children Safe in Education guidance.

11.6 **Consequences for making malicious allegations**

If, after a thorough investigation, the allegation is found to be malicious, disciplinary action will be taken. Making a malicious allegation is a serious breach of the school's behaviour policy.

- **Sanctions for students:** Students found to have made malicious allegations may face sanctions in line with the school's behaviour policy, which could include suspension or, in severe cases, permanent exclusion. The specific disciplinary response will be determined based on the nature of the allegation, the student's understanding of their actions, and any other relevant factors.
- **Support and reintegration:** Where appropriate, students who have made malicious allegations will be provided with support to understand the impact of their actions. They may also be offered restorative sessions, counselling, or other supportive interventions.

11.7 **Parental/Carer Involvement**

The school will communicate openly with parents or carers of any student found to have made a malicious allegation. Parents/carers will be informed of the investigation's outcome and any resulting consequences. This communication will also emphasise the importance of mutual respect and the serious nature of false accusations.

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