



The Kingsley School Behaviour Policy (Relational Practice Policy)	
Regulatory	Yes
Version	2025.01
Author and Reviewer	Deputy Head (Wellbeing and Pastoral)
Approving Body	The Kingsley School Governor Committee
Date Approved	Autumn Term 2025
Review Cycle	Annual
Last Review Date	Autumn Term 2025
Next Review Date	Autumn Term 2026

Related documents:

- Safeguarding Policy
- PSHE Policy
- RSE Policy
- EDI Policy
- Anti-Bullying Policy
- Welfare and Wellbeing Policy
- Supervision Policy 2025
- Risk Assessment Policy
- E-safety Policy
- Positive Education Policy
- Pupil Voice
- Mobile Phone Policy
- Homework Policy
- Use of Reasonable Force or Restraints Policy
- Complaints Policy
- WISF Expulsion, Removal and Review policy

Commitment to a Positive School Culture

We are committed to fostering a positive school culture where pupils feel valued, safe, and empowered to take ownership of their behaviour. By nurturing relationships, focusing on strengths, and taking a restorative approach to arising concerns, we aim to create an environment where every student can excel. We aim to facilitate learning and growth along with reflective next step strategies.

This relational practice policy aims to ensure that all pupils can thrive and feel a sense of pride, connection, and belonging at Kingsley.

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1. A Relational Approach to Behaviour

At Kingsley, we believe in fostering a positive school culture built on **strong relationships, kindness, and community**. Our relational approach to behaviour ensures that pupils feel valued, heard, and supported in making the right choices. We focus on **what is strong, not what is wrong**, encouraging intrinsic motivation and a shared commitment to upholding our community values.

Principles of Relational Practice

- **Compassion and Consequences:** A balance between care and accountability.
- **Restorative Meetings:** Conversations that repair relationships and restore calm.
- **Recognition:** Actively looking for, illuminating, and celebrating the good.
- **Strength Spotting:** Encouraging pupils to see their own and others' strengths.
- **Intrinsic Motivation:** Helping pupils want to do the right thing, rather than just seeking compliance.
- **Contributions and Belonging:** Ensuring all pupils feel connected to the school community.
- **Community Commitment:** Moving away from a compliance model towards one of shared values and responsibility.

We aim to build a culture of pride and commitment rather than compliance. Teachers and tutors will re-teach and remind pupils of expectations regularly, ensuring a sense of ownership and responsibility. Conversations are encouraged where positive reinforcement is provided, and constructive feedback is given with the goal of fostering self-awareness and growth.

2. Our Core Values

Our school culture thrives on:

- **Kindness:** Always acting with kindness, consideration, and thoughtfulness towards others, both in words and actions.
- **Excellence:** Aiming for excellence in everything we do, whether it's our appearance, behaviour, or contributions to the community.
- **Opportunity:** Creating opportunities for personal and academic growth, allowing everyone to reach their full potential.
- **Community:** Building a supportive and inclusive community where everyone's voice is heard, valued, and respected.

3. Rights and Responsibilities

Every pupil has the right to feel safe, valued, and respected, and to learn without the disruption of others.
All pupils, staff, and visitors are free from any form of discrimination.

4. Roles and Responsibilities

The Governing Board: Responsible for monitoring the policy's effectiveness.

The Headteacher: Ensures positive behaviour is encouraged and monitored.

Staff Responsibilities:

Clarify shared expectations

- Establish a shared understanding of expectations through consistent, respectful reminders (e.g., "Do you remember our school expectations about...?").
- Help pupils reflect on how their actions affect themselves and others, focusing on empathy and accountability.
- Ensure all staff reinforce expectations in a unified, relational way across the school.

Model our values

- Act with authenticity, warmth, and professionalism - pupils notice and mirror our approach.
- Begin each interaction with a positive connection - greetings, and good manners, matter.
- Demonstrate the behaviour we want to see: respect, fairness, and care in every interaction.

Respond with calm and consistency

- Use non-confrontational language to address behaviour, ensuring clarity and emotional safety.
- Focus on the behaviour, not the person - separate the deed from the doer.
- Maintain a steady, calm presence that reassures and guides rather than escalates.

Look for and reinforce the positive

- Give your first attention to what's going well - notice and name positive behaviours.
- Celebrate effort, kindness, and growth, not just outcomes.
- Share successes - build bridges through positive communication.
- Acknowledge those who go the extra mile, creating a culture of appreciation.

Create the Conditions for Success

- Anticipate challenges and plan proactively to support positive behaviour.
- Establish and rehearse clear, consistent routines that help pupils feel safe and focused.
- Use directive language that invites cooperation (e.g., "I need you to...").
- Follow up with care.
- Prioritise repair and reflection over punishment, supporting pupils to grow from their experiences.

We are committed to ensuring that our relational approach to behaviour is fair, inclusive, and proportionate. We recognise that some pupils may experience additional barriers to meeting behavioural expectations due to special educational needs, disabilities, social, emotional, or mental health difficulties, or other individual circumstances.

In line with the Equality Act 2010, we will make reasonable adjustments to ensure that all pupils are supported to engage positively with our school community and to access the full benefits of a relational approach. This means that while our expectations for behaviour remain consistent, the way we support pupils to meet those expectations may differ according to individual need.

Reasonable adjustments may include (but are not limited to):

- Adapting the way instructions, feedback, or consequences are communicated.
- Providing additional processing time, calm spaces, or sensory breaks.
- Offering restorative conversations with trusted adults at appropriate times.
- Taking into account known triggers, medical needs, or emotional regulation challenges when responding to incidents.
- Working collaboratively with parents, carers, and relevant professionals to plan supportive responses.

These adjustments ensure that our relational practice behaviour policy is applied with empathy, understanding, and consistency of principle rather than a one size fits all approach. By considering individual context, we aim to enable every pupil to learn, grow, and thrive within a compassionate and relational school culture.

Pupil Responsibilities

Pupils will be made aware of:

- The expectations and standards of appearance, behaviour and community, and their duty to follow the behaviour policy.

- The school's rules, routines, and the rewards for exceeding expectations.
- Consequences for not meeting appearance, behaviour and community standards.
- Pastoral support available to help them meet expectations.

Parental Responsibilities

Parents and carers are encouraged to:

- Understand the school's behaviour policy and reinforce it at home.
- Support their child in adhering to the school's expectations.
- Inform the school of any changes that may affect their child's behaviour.
- Discuss concerns with the relevant staff promptly.
- Participate in pastoral work, including reviews of behavioural interventions.
- Raise concerns directly with the school while maintaining a partnership approach.

5.Expectations of pupils: Our ABCs

APPEARANCE: Maintaining a smart appearance and a neat, tidy school environment is essential. Pupils are expected to wear their uniform with pride, ensuring a polished and professional look.

- **General:** pupils are expected to wear their uniform smartly and neatly. Uniform should be in good repair and complete. Pupils should not draw on their bodies.
- **Shirts:** must be tucked into skirts and trousers.
- **Coats:** must be taken off inside the school buildings.
- **Blazers:** must be worn outside of school, for school assemblies and other formal occasions, unless given explicit permission to remove.
- **Jewellery:** a simple cross, kara or religious symbol may be worn under clothing; no more than two stud earrings may be worn in each ear.
- **Hair:**
 - **Prep School:** Long hair should be tied up.
 - **Senior School:** should be neat and tidy, with natural colours only. Haircut line art and hair tattoos are not permitted.
- **Make-up:**
 - **Prep School:** not permitted, including coloured nail varnish, false nails, and false eyelashes.
 - **Years 7, 8 & 9:** not permitted, including coloured nail varnish, false nails, and false eyelashes.
 - **Years 10 & 11:** light coverage make-up is permitted; coloured nail varnish, false nails and false eyelashes are not permitted.
 - **Sixth Form:** light coverage make-up and coloured nails suitable for a study environment are permitted.
 - **Piercings/Tattoos:** Facial piercings and visible body piercings or tattoos are not permitted.

Sixth Form pupils are expected to:

- Maintain a smart business-like appearance.
- Wear a plain, smart blazer with a complementary skirt, trousers, or dress.
- Wear a blazer to and from school, when in Prep and Senior School and for assemblies.
- Wear a dark-coloured blazer for school events.
- Avoid body-contouring skirts and tops that expose the midriff.
- Wear shoes suitable for a smart dress code (no Ugg-style shoes/boots, trainers or casual boots).
- No leggings, denim, or excessive makeup.

PE KIT:**Prep school:**

- Prep School pupils must ensure that their kit is appropriate for the school environment.
- Prep pupils should wear named navy caps or sun hats in summer and the Oddballs bobble hats in winter.
- Pupils must wear full Kingsley PE kit only.

Senior School:

- When Senior School pupils are permitted to wear PE kit during the school day (for example when attending lunchtime clubs, leaving for fixtures), they must wear Kingsley joggers or the skort /shorts with navy leggings/base layers underneath.
- Pupils must wear either the performance top, a Kingsley hoodie or a navy sports tour hoodie.

Sixth Form pupils:

- Pupils should wear a Kingsley PE top and navy joggers or leggings.
- Pupils are permitted to wear PE kit on days when they have PE, unless there is a school event that requires them to follow the normal dress code.

BEHAVIOUR: Pupils should exhibit appropriate movement around the school, maintaining punctuality, proper equipment, and an engaged attitude towards learning. This includes walking on the left in corridors, arriving on time, being ready for lessons, and adhering to school protocols for breaks, toilets, and mobile phone use.

Expectations include but are not limited to:

- Pupils should behave in an orderly and self-controlled manner.
- Pupils should show respect to staff and peers.
- Pupils should support learning in class by minimising disruptions.
- Pupils should move quietly and respectfully around the school.
- Pupils should treat the school and its property with respect.
- Pupils should refrain from behaviour that brings the school into disrepute, including online and outside school.
- Pupils should be open to restorative conversations with adults and engage in discussion regarding their behaviour choices.
- Pupils should accept consequences when necessary and engage in discussions with an appropriate adult if they have questions about the consequences.

COMMUNITY: Kindness and mutual respect are fundamental. Every pupil should contribute positively to the school's atmosphere through courtesy, support, and consideration for others. Any form of bullying—physical, emotional, or verbal—will not be tolerated. Pupils should demonstrate respect in their speech, behaviour, and interactions with staff and peers.

Expectations include but are not limited to:

- Pupils should demonstrate good manners in interactions with others.
- Pupils should contribute to community events.
- Litter should be put into the available bins.
- Pupils should use their individual strengths to aim high and be the best version of themselves.
- Pupils should celebrate community strengths and show kindness and respect to all.
- Pupils should follow the published Code of Conduct.

BULLYING:

The Kingsley School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, we aim to create a safe and disciplined environment, where pupils can learn and fulfil their potential.

In line with our anti-bullying policy:

- Bullying concerns will be dealt with sensitively and effectively.
- Any resulting consequences, education and support will be applied as necessary.

MOBILE PHONES:

- **Prep School:** Pupils using the school bus service may bring mobile phones, which must be handed in at the school office for safekeeping.
- **Senior School & Sixth Form:** Mobile phones must be switched off during school hours and stored safely in the Yondr pouches provided (Senior School).

HOMEWORK & ORGANISATION:

- Senior School pupils should check, via Teams, any homework that is set.
- Prep School pupils should check Dojo or in their books as directed by staff.
- Pupils should complete homework to a high standard and hand it in on or before the due date.
- Senior School pupils should find out about work and homework missed due to absence including additional lessons, e.g. music, Lamda, and discuss new deadlines and expectations with the class teacher.
- Prep School pupils will catch up on missed work with the help of the class teacher.
- Pupils should seek to inform their teacher ahead of the deadline if there is any reason why they cannot meet set homework deadlines.

6. Expectations of adults

All of us. All of the time.

Visible consistency helps everyone feel safe. And visible consistency, with visible kindness and positivity, allows exceptional behaviour to flourish.

All staff will:

- Promote a calm and safe environment for pupils.
- Model expected behaviour and positive relationships.
- Ensure that learning and approaches to behaviour meet the needs of all pupils.
- Reflect on their own behaviour and its impact on school culture.
- Record appearance, behaviour and homework incidents promptly.
- Challenge pupils to meet the school's expectations.
- Use the rewards and praise system consistently.

Classroom Management

Teaching staff are responsible for setting a positive tone for behaviour within the school by:

- Promoting a stimulating environment.
- Communicating and establishing clear routines and expectations, including routines for starting and ending lessons.
- Promoting positive relationships.

- Using positive reinforcement and addressing low-level disruption effectively.

Safeguarding

All adults will maintain professional curiosity, recognising that behaviour may reflect wider safeguarding or pastoral needs.

Changes in behaviour may signal that a pupil requires support or protection. If behaviour choices are linked to potential harm, the school will follow safeguarding procedures and may refer to children's social care.

Role of Senior Leaders

Additionally, Senior Leaders will:

1. **Be a Daily Visible Presence**
 - a. Maintain visibility around corridors and school premises, especially during peak times of movement, to model expectations and monitor behaviour.
2. **Support Middle Leaders**
 - a. Offer guidance and support to middle leaders in managing pupils with more complex or entrenched negative behaviours, ensuring a collaborative approach to addressing these challenges.
 - b. The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

7. Procedures for Tutors and Teachers

Tutors:

- Tutors will regularly reshare the ABCs expectations and lead discussions in form time, helping pupils reflect on their appearance, behaviour, and contribution to the community.
- Tutors will carry out appearance checks every morning before pupils attend assemblies and lessons.
- Tutors should hold personal conversations when necessary, guiding pupils in meeting or exceeding school expectations.
- Praise and reminders should be delivered regularly to help pupils internalise the standards.

Teachers:

- Teachers should maintain consistency in facilitating and guiding on the ABCs within their classrooms.
- When appropriate, pupils should be reminded of the Code of Conduct and our expectations.
- At the end of each lesson, pupils should be reminded to tidy their space and leave the classroom in an orderly manner when asked to do so.
- Senior School pupils should not leave lessons unless necessary and then with an appropriate Toilet or Time Out pass.
- Prep School pupils are encouraged to go to the toilet before and after lessons to minimise disruptions to learning.
- Teachers should spot good behaviour, offer praise in the moment, and use a "notice and question" approach to guide pupils when reflection is needed.

8. Celebrating Success

8.1 Monitoring and Celebrating Excellence

- Teachers and staff are encouraged to celebrate excellence and track pupils' progress including in their commitment to the ABCs. This may include:
- **Praise:** Celebrating the positive examples of achievements, uniform, behaviour, and community contributions.
- **Achievement Points:** awarded retrospectively for exceeding expectations and demonstrating positive attributes that we look to celebrate. Awarded via Rewards and Conduct Manager in iSAMS.

- **Headteacher Commendations:** based on exemplifying the values and pillars of The Kingsley Way
- **Tracking:** Keeping a log of pupils showing improvement or consistently meeting or exceeding expectations.

8.2 Recognising Positive Achievements

We prioritise recognition of effort and positive contributions:

Senior School Rewards

- **Achievement Points:** awarded via Rewards and Conduct Manager in iSAMS
- **Time with the Head** for pupils demonstrating exceptional commitment to community values.
- **Hot Chocolate Friday** as a celebration of kindness and effort.
- **Public Displays of Recognition** to highlight outstanding contributions
- **Social media posts**
- **Postcards and emails home**
- **Headteacher Commendations**

Top 10% Achievement Points in a half term = time with the Head/hot chocolate Friday

ACHIEVEMENT POINTS			
APPEARANCE POINTS TKS - Appearance	BEHAVIOUR POINTS TKS - Behaviour	COMMUNITY POINTS TKS - Community	SUCCESS POINTS TKS - Success
<i>For smart appearance that exceeds expectations</i>	<i>For any behaviour worthy of credit that exceeds expectations</i>	<i>For demonstrating community spirit and compassion for others</i>	<i>For Outstanding Achievement- related to high achievement relative to peer group in any of the 4 educational pillars.</i>
Taking pride in appearance Pupils look smart, neat and tidy and represent the school well	Self-awareness Pupils demonstrate an awareness of self in relation to their impact on themselves and their peers	Service Pupils engage in activity for the benefit of others in the school or wider community	Courage Pupils demonstrate a willingness to be brave and adventurous in and outside the classroom
Responsiveness Pupils respond with maturity and commitment to requests to improve appearance	Compassion and kindness Pupils demonstrate compassion and kindness to themselves and/or others to address or improve behaviour	Representation Pupils engage in activities or behave in ways that represent themselves and the school well	Problem solving and critical thinking Pupils engage in activities, tasks or outcomes that demonstrate creative thinking in any activity across the school
	Positive attitude Pupils demonstrate forbearance and engagement in behavioural situations	Responsibility Pupils demonstrate a desire to engage in the community while showing a sense of responsibility to themselves and others	Self-awareness pupils demonstrate an awareness of self, and their progress related to any of the four educational pillars
	Manners and courtesy	Teamwork and Leadership	Pursuit of excellence

	Pupils demonstrate good manners and courtesy in and outside the classroom	pupils demonstrate leadership and teamwork skills in any activity across the school, particularly focussed on good communication, empathy, collaboration, vision setting, democracy positivity.	Pupils demonstrate resilience/perseverance in relation to the task
	Responsiveness Pupils respond with maturity and commitment to requests to improve and reflect on behaviour choices		Positivity pupils show an understanding and engagement with the principles of positive psychology and enact this in their peer group and interactions with teachers

Prep School Rewards:

- 20 Achievement Points = Certificate
- 30 Achievement Points = Basket of Brilliance
- 50 Achievement Points = Tea with the Head of Prep
- 75 Achievement Points = Lunch in the Senior School with SLT

9. Definitions of everyday conduct concerns

We acknowledge that a clear behaviour policy must set out definitions for everyday conduct concerns alongside strategies for a relational practice approach and possible consequences when deemed appropriate and necessary.

Everyday conduct concerns are defined as but not limited to:

- Disruption in lessons, corridors, and at break/lunchtimes.
- Poor attitude or work ethic.
- Not following staff instructions.
- Poor manners or disrespectful behaviour.
- Chewing gum.
- Incorrect uniform.
- Wearing make-up.
- Non-completion of homework.
- Causing distractions in lessons.
- Behaviour that puts others at risk.
- Not following the ABCs.

9.1 Our approach

We believe that the most effective interventions for developing high standards of self-regulating behaviour are determined based on various factors, including but not limited to:

- The **nature of the incident**.
- The **individual needs** of the pupils involved.

- The **intent** behind the behaviour.
- The **impact** of the incident.
- We facilitate restorative conversations based on coaching techniques.
- We facilitate mentoring from peers or staff.
- We facilitate community responsibilities as an alternative to consequences.
- We facilitate wellbeing action plans for pupils needing additional support.
- We facilitate positive report cards to encourage accountability.

9.2 Restorative and Strength-Based Interventions

The adult who witnesses the concern is usually responsible for addressing the issue, as immediate constructive reflection is the most effective way to resolve concerns and allow the pupil to recover.

A sample intervention for managing the above concerns might include:

Step	Action	Example / Notes
1. Reminder of Expectations	Clearly state the issue and what is expected of the pupil.	<i>"I notice that you... I need you to... because... thank you."</i>
2. Wait a Moment	Allow the pupil time to reflect and respond.	Give the pupil space to process and consider their behaviour.
3. Use the Choice Approach	Offer two clear, non-optional choices that guide the pupil toward appropriate behaviour.	<i>"The impact of this is... you can either [choice 1] or [choice 2]."</i> Example: <i>"You can either remain in this seat and talk later or move as advised and we can move on."</i>
4. Take Further Action	If the pupil's response requires it, proceed with additional steps.	This may include contacting support staff, documenting the incident, or other consequences as listed below.
5. Restorative Conversation	Arrange a follow-up conversation to reflect on the behaviour and its impact, if necessary.	Helps the pupil understand the impact of their choices, the consequences if any, and repair relationships.

See Appendix 1: Restorative interventions for Appearance Concerns

See Appendix 2: Restorative interventions for Everyday Conduct Concerns

See Appendix 3: Restorative interventions for Homework Concerns

9.3 Consequences When Needed

In some cases, it may be appropriate to apply further consequences. These may include:

- Community consequences, for example, time spent picking up litter in response to a related conduct choice.
- Consequence Points: Recorded as part of the school's conduct system.
- Restorative conversation with the original member of staff immediately following the lesson/activity.
- Restorative conversation with Form Tutor or HoY.

- Restorative conversation with a senior member of the pastoral team.
- Phone call home or meeting with parents.
- Detentions: These will be reflective and restorative in nature, allowing the student to think about their actions and how they can improve.
- Mentoring: Either from peers or adults, as appropriate, to help the student understand and address their behaviour.
- Positive report cards: used to agree targets for improvement with the student and to provide opportunities for praise.

Consequences are applied **only if restorative steps are insufficient** or if the behaviour persists despite the above approach. They are always framed to support learning and growth.

USE WHEN: rudeness, answering back, disengaged with conversation, unsafe behaviour, repeated within same lesson or body of time.

Consequence	Action	Description
C1	Community/natural Consequence	E.g., litter duty for related conduct.
C2	Consequence Points for appearance, behaviour or community	Logged in the system. Escalation triggers review.
C3	Further Restorative Conversation	With Form Tutor or Head of Year.
C4	Senior Intervention	Restorative meeting with senior pastoral staff.
C5	Parental Involvement	Phone call or meeting with parents.
C6	Reflective Detention	Focused on behaviour reflection and improvement.
	Mentoring*	Peer or adult mentoring for behaviour support.
	Positive Report Card*	Target-setting and praise tracking.

*These steps may be introduced at any point if for the benefit of the pupil.

CONSEQUENCE POINTS			
APPEARANCE CONSEQUENCE POINTS	BEHAVIOUR CONSEQUENCE POINTS	COMMUNITY CONSEQUENCE POINTS	SELF CONSEQUENCE POINTS
<i>For instances when appearance falls short of expectations and previous reflective interventions have been unsuccessful</i>	<i>For instances when behaviour falls short of expectations and previous reflective interventions have been unsuccessful</i>	<i>For instances when community spirit falls short of expectations and previous reflective interventions have been unsuccessful</i>	<i>For any instances that do not easily fit the ABC framework</i>

10. Definitions of serious or repeated conduct concerns:

- Repeated breaches of the school rules and policies
- Swearing
- Using threatening or violent behaviour
- Any form of bullying
- Sexual violence
- Sexual harassment

- Bringing the school into disrepute
- Vandalism, theft, fighting, smoking/vaping, and discriminatory behaviour
- Possession of prohibited items:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes and associated paraphernalia
 - 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)

10.1 Interventions for addressing serious or repeated conduct concerns

In response to serious concerns, tailored opportunities for restorative conversation and action will be provided to ensure that the pupil understands the expected norms of behaviour and is supported in their recovery. This process aims to guide the student towards understanding the consequences of their actions and how they can improve their behaviour going forward.

Sample Restorative Conversation Pattern

A restorative conversation may follow a structure similar to the one outlined below to encourage reflection and personal responsibility:

Stage	Question(s)	Purpose / Notes
Reflection on the Incident	<i>What happened?</i>	Neutral, dispassionate language used to focus on the evidence around the incident.
Reflection on Emotional State	<i>What were you feeling at the time?</i>	Exploring the emotional dysregulation the pupil may have experienced.
Assessing Emotional Change	<i>What have you felt since?</i> <i>How/why have your feelings changed?</i>	Helps the pupil reflect on the evolution of their emotional state after the incident.
Reflection on Impact	<i>Who might have been affected by your actions?</i> <i>How might your actions have affected other people?</i>	Focuses on the broader impact of the pupil's behaviour on others.
Restorative Opportunities for Moving Forward	<i>How can we move forward from here?</i> <i>What should we do to put things right?</i> <i>How can we do things differently in the future?</i>	Encourages the pupil to take responsibility and propose solutions.

	<i>What's the first step you want to take?</i>	
Offering Support	<i>What do you need in order to...</i>	Provides support to help the pupil take the necessary steps toward improving their behaviour.
Re-empowering the Student	<i>Remind me, what are you going to do, and when?</i>	Helps the pupil commit to specific actions and timelines, empowering them to move forward.

By focusing on these restorative conversations, the school aims to create an environment that encourages personal responsibility, emotional growth, and recovery, while ensuring that pupils understand the impact of their actions and how to make positive changes.

See Appendix 4: Interventions for Serious or Repeated Conduct Concerns

10.2 Consequences When Needed

When necessary, we apply consequences in a fair, proportionate, and relational manner.

- **Removal from classrooms:** used to restore order and maintain the safety of all pupils **Detentions:** Restorative and reflective, focusing on learning from mistakes.
- **Consequence Points:** Logged on iSAMS to track patterns of behaviour.
- **Internal and external Exclusions:** Only in cases of persistent or severe behaviour, with restorative reintegration support.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

In Senior School, pupils who have been removed from the classroom are supervised by a member of the pastoral or Senior Team or the librarian team in the LRC or Student Hub. In Prep School, pupils will be supervised in an adjacent classroom or in the Head's office.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed.

Detention

Pupils can be issued with detentions during lunchtime or after school during term time. These should be used when other interventions have been explored. They can be pastoral detentions, supervised by a member of the pastoral team, or departmental detentions, supervised by the HoD or relevant class teacher. The school will decide whether it is necessary to inform the pupil's parents. The sanction will be logged on iSAMS.

Suspension and permanent exclusions

The school can use fixed term internal exclusion (suspension), fixed term external exclusion (suspension) and permanent exclusion in response to serious incidents or in response to persistent conduct concerns, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to our The WISF Expulsion, Removal and Review policy.

Behaviour	Possible Consequences
Repeated breaches of the school rules and policies	Detention Internal exclusion External exclusion
Swearing	Removal from classroom Internal exclusion External exclusion if repeated
Using threatening or violent behaviour	Internal exclusion External exclusion
Any form of bullying	Follow the bullying policy Restorative conversations Internal exclusion External exclusion
Sexual violence	Internal exclusion External exclusion
Sexual harassment	Internal exclusion External exclusion
Bringing the school into disrepute	Detention Internal exclusion External exclusion
Vandalism, theft, fighting, smoking/vaping, and discriminatory behaviour	Internal exclusion External exclusion
Possession of prohibited items	Internal exclusion External exclusion

11. Recording and Accountability

- **Reasons for Consequences:** Pupils must always be informed of the reasons behind any consequences applied to them.
- **Logging Concerns:** All concerns and interventions should be logged by the teacher involved in the relevant section of iSAMS (Rewards and Conduct Manager) and/or in My Concern.
- **Monitoring this policy:** This policy will be reviewed by the Head and Governors at least annually, or more frequently, if needed, to address findings from regular monitoring of behaviour data.

12. The Role of the Student Hub and Reset Room in Senior School

The **Student Hub** is a central point for support, housing the Heads of Year, the School Counsellor, Learning Support, and PSHE team. Pupils are encouraged to visit the Hub for any support needs, whether related to wellbeing or behavioural challenges.

The **Reset Room** is also located here, providing pupils with a space to reflect and return to their lessons with renewed focus.

Reset Room Procedure For pupils needing time to reflect, the Reset Room offers a quiet, safe space. Pupils can access this room through a Time Out card and are allowed a maximum of 15 minutes before returning to class. If additional support is required, the student may be directed to the Learning Resource Centre (LRC) and follow-up with a pastoral team member or Head of Year.

13. Other Information:

13.1 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force in the following circumstances to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering the use of reasonable force, staff should carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions.

Please refer to the Use of Reasonable Force or Restraints Policy for further details.

13.2 Confiscation, Searches, and Screening

Confiscation: Please refer to the **Search, Screen, and Confiscation Policy**. Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items may be returned after discussion with senior leaders and parents, if appropriate.

13.3 Off-Site conduct concerns

Consequences may be applied where a pupil has made poor conduct choices off-site while representing the school. This includes when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips or sports fixtures)
- Travelling to or from school
- Wearing school uniform
- Identifiable as a pupil of our school

Consequences may also be applied if the conduct:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be applied when the pupil is on school premises or elsewhere under the lawful control of a staff member (e.g., during a school-organised trip).

13.4 Online conduct concerns

The school can issue consequences for poor conduct online when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be applied on school premises or elsewhere under the lawful control of a staff member.

13.5 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will assess whether to report the incident to the police. The school will:

- Endeavour to preserve any relevant evidence
- Make an initial decision on whether to report the matter
- Ensure the Headteacher/Member of the Senior Leadership Team (SLT) makes the report

If the matter is reported to the police, the school will not interfere with police action but may continue its own investigation procedure and enforce sanctions, provided it does not conflict with police actions. If a report is made to the police, the designated safeguarding lead (DSL) will also make a report to children's social care, if appropriate.

13.6 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school adopts a zero-tolerance approach to sexual harassment and sexual violence. All incidents will be met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, regardless of how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place for responding to allegations or concerns regarding a child's safety or wellbeing. This includes clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to the Child Protection and Safeguarding Policy for more information.

13.7 Recognising the Impact of SEND on Behaviour

The school acknowledges that a pupil's behaviour may be affected by a special educational need or disability (SEND). When incidents of poor conduct arise, we will consider them in relation to the pupil's SEND. However, we recognise that not every incident of poor conduct will necessarily be linked to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of poor conduct will be made on a case-by-case basis. When addressing conduct concerns from pupils with SEND—especially where their SEND impacts their behaviour—the school will balance its legal duties when making decisions regarding the enforcement of the behaviour policy. These duties include:

- Taking reasonable steps to avoid causing substantial disadvantage to a disabled pupil as a result of the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- Ensuring that the provisions set out in a pupil's Education, Health and Care (EHC) plan are secured, and cooperating with the local authority and other relevant bodies.

As part of fulfilling these duties, the school will anticipate possible triggers for poor conduct choices and put in place support measures to prevent these from occurring. Any preventative actions will consider the specific circumstances and needs of the pupil involved. The school's approach to anticipating and addressing triggers for poor conduct may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods.
- Adjusting seating arrangements to allow a pupil with visual or hearing impairments to sit where they can clearly see the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or severe eczema.
- Training for staff to understand conditions such as autism.
- Use of dedicated spaces (e.g., Student Hub) where pupils can regulate their emotions during sensory overload.

Adapting consequences for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time due to their SEND.
- Whether the pupil is likely to behave aggressively as a result of their SEND.

If the answer to any of these questions is yes, it may be unlawful for the school to apply the sanction. In such cases, the school will assess whether it is appropriate to apply a sanction, and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Unidentified SEND in Pupils with Challenging Behaviour

The school's Special Educational Needs Co-ordinator (SENCO) may evaluate pupils who exhibit challenging behaviour to determine whether they have unmet underlying needs. Where necessary, we will seek support and advice from specialist teachers, educational psychologists, medical practitioners, or other relevant professionals to identify and address specific needs.

If acute needs are identified, we will work in partnership with external agencies to plan support programmes for the pupil. This plan will be created in collaboration with parents and reviewed on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in an EHC plan must be secured. The school will cooperate with the local authority and other bodies involved. If there is concern regarding the behaviour of a pupil with an EHC plan, the school will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

13.8 Appeal against permanent exclusion

Parents wishing to appeal against the permanent exclusion of their child should write to the Chair of Governors within 2 working days of the exclusion, setting out the reasons for the appeal. This should be sent to the school, addressed to the Clerk to the Governors. The Chair of Governors will acknowledge receipt of the appeal and ask the Vice Chair of Governors to convene a panel hearing at a mutually convenient time and date; as early as is practicable and normally within 10 working days of the receipt of the request. The decision of the Appeal Hearing is final. Please see Complaints Policy for further details.

13.9 Pupil complaints

If a student feels that they have been unfairly treated they should talk to their Form Tutor or Head of Year. Most issues are resolved this way. We will contact parents where appropriate. The school operates a formal complaints' procedure, a copy of which is available on the website or on request. However, the school would always hope to resolve difficulties informally, wherever possible.

13.10 Parental complaints

If a parent or carer has a concern about their child's experience at school, they are encouraged to contact the relevant member of staff in the first instance—this is usually the Form Tutor or Head of Year. Many concerns can be resolved quickly and informally through open communication.

Where appropriate, the school will arrange a meeting or phone call to discuss the issue further. We are committed to working in partnership with families to resolve concerns promptly and constructively.

If a concern cannot be resolved informally, parents may follow the school's formal complaints procedure. A copy of this procedure is available on the school website or can be provided on request. The school values feedback and aims to handle all complaints fairly, respectfully, and in a timely manner.

13.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

Appendix 1 - Restorative interventions for Appearance Concerns

Response and Approach	Step	Details	Purpose/Guidelines
Initial Response: Immediate Intervention by Witnessing Adult	Step 1: Reminder of Expectations and request to make the required adjustments	Script: "I notice that you... I need you to... because... thank you."	Clarifies the issue and sets expectations respectfully.
Initial Response: Immediate Intervention by Witnessing Adult	Step 2: Wait and Observe	Allow the student a moment to reflect and self-correct.	
If the issue persists: Structured Choice Approach	Step 3: Offer Clear Choices	Script: "The impact of this is... You can either [Choice 1] or [Choice 2]." Example: "I need you to remove your bracelet/make up/nail varnish. If you choose to do this again you will receive a consequence point and discuss this further with your Form Tutor/HoY." Put removed jewellery on relevant HoY desk for collection by pupil at 4pm.	Choices must be realistic and enforceable. No "opt-out" options.
If the issue persists	Step 4: Issue a consequence point on Isams	Consequence point for Appearance	
If Further Action is Needed	Step 5: Member of pastoral team to contact home		To inform parents and ask for their support.

Appendix 2 - Restorative interventions for Everyday Conduct Concerns

Initial Behavioural Intervention Framework

Response and Approach	Step	Details	Purpose/Guidelines
Initial Response: Immediate Intervention by Witnessing Adult	Step 1: Reminder of Expectations	Script: "I notice that you... I need you to... because... thank you."	Clarifies the issue and sets expectations respectfully.
Initial Response: Immediate Intervention by Witnessing Adult	Step 2: Wait and Observe	Allow the student a moment to reflect and self-correct.	
If Behaviour Persists: Structured Choice Approach	Step 3: Offer Clear Choices	Script: "The impact of this is... You can either [Choice 1] or [Choice 2]." Example: "You can either remain in this seat and talk with me later or move to where I've advised and we can move on."	Choices must be realistic and enforceable. No "opt-out" options.
If Further Action is Needed	Step 4: Restorative Conversation (see below)	Timing: After the lesson or at a suitable time, no longer than 24 hours after the initial intervention. Participants: Initially with the witnessing adult and/or Form Tutor, HoD or HoY as relevant Goal: Reflection, understanding impact, and planning for improvement.	

Consequences When Needed

Consequences are applied **only if restorative steps are insufficient** or if the behaviour persists despite the above approach. They are always framed to support learning and growth.

USE WHEN: rudeness, answering back, disengaged with conversation, unsafe behaviour, repeated within same lesson or body of time.

Tiered Consequences System

Consequence	Action	Description
C1	Community/natural Consequence	E.g. helping staff or pupils with an appropriate task.
C2	Consequence Points	Logged in the system. Escalation triggers review.
C3	Further Restorative Conversation	With Form Tutor or Head of Year or the Wellbeing and Pastoral Lead.
C4	Senior Intervention	Restorative meeting with senior pastoral staff.
C5	Parental Involvement	Phone call or meeting with parents.
C6	Reflective Detention	Focused on behaviour reflection and improvement.
	Mentoring*	Peer or adult mentoring for behaviour support.
	Positive Report Card*	Target-setting and praise tracking.

*These steps may be introduced at any point if for the benefit of the pupil.

Restorative Conversation Framework

Led by:

- Form Tutor, Head of Year (HoY), Wellbeing and Pastoral Lead, or Senior Leadership Team (SLT), depending on severity.

Structure:

Category	Question(s)	Purpose
Reflection on the Incident	What happened?	Neutral, dispassionate language used to focus on the evidence around the incident.

Reflection on Emotional State	What were you feeling at the time?	Exploring the emotional dysregulation the student may have experienced.
Assessing Emotional Change	What have you felt since? How/why have your feelings changed?	This helps the student reflect on the evolution of their emotional state after the incident.
Reflection on Impact	Who might have been affected by your actions? How might your actions have affected other people?	Focusing on the broader impact of the student's behaviour on others.
Restorative Opportunities for Moving Forward	How can we move forward from here? What should we do to put things right? How can we do things differently in the future? What's the first step you want to take?	These questions encourage the student to take responsibility and propose solutions.
Offering Support	What do you need in order to...	Providing support to help the student take the necessary steps toward improving their behaviour.
Re-empowering the Student	Remind me what <u>you are</u> going to do, and when?	This question helps the student commit to specific actions and timelines, empowering them to move forward.

Appendix 3: Restorative interventions for Homework Concerns

Response and Approach	Step	Details	Purpose/Guidelines
Initial Response: Immediate Intervention by Witnessing Adult	Step 1: Reminder of Expectations	Script: "I notice that you... can you tell me why you have not met this expectation?"	Clarifies the issue and sets expectations respectfully.
Initial Response: Immediate Intervention by Witnessing Adult	Step 2: Wait and Observe	Allow the pupil a moment to reflect and respond.	
Structured Choice Approach	Step 3: Offer Clear Choices	Script: "The impact of this is... You can either [Choice 1] or [Choice 2]." Example: "You can either complete the homework by a new deadline of X or you can attend the next Homework Club session."	Choices must be realistic and enforceable. No "opt-out" options. Give the pupil a new timeframe to complete the homework or ask them to attend the next Homework Club session.
If homework is not completed by new agreed deadline and further action is needed	Step 4: Teacher contacts home	Teacher issues consequence point for homework.	
If the situation persists and x 3 homeworks are missed	Step 5: HoD contacts home	HoD issues departmental detention.	To inform parents and ask for their support.
Teachers should make a record of any interventions and may reflect on homework interventions in pupils' academic reports.			

Appendix 4: Interventions for Serious or Repeated Conduct Concerns

- For incidents when behaviour is deemed serious or persistent enough to warrant structured intervention.
- The member of staff who witnesses the incident records it and refers it to the relevant pastoral or senior team member.

Consequences and Escalation Pathway*

Level	Consequence	Who Decides	Notes
1	Consequence Points for appearance, behaviour or community issue	Any Staff	Tracked for patterns.
2	Removal from Classroom	Class Teacher/SLT	Used to restore order or safety. Supervised in LRC/Student Hub or by SLT.
3	Restorative Conversation	Pastoral Team/SLT	See framework
4	Restorative Detention	HoY or Pastoral Team	Reflective, logged on ISAMS. 3 or more in one term triggers parental meeting
5	Mentoring*	Pastoral Team	Peer or adult mentoring for behaviour support.
6	Positive Report Card*	Target-setting and praise tracking.	Agreed targets for creating positivity
7	Suspension	Headteacher	For serious or repeated incidents.
8	Permanent Exclusion	Headteacher	Last resort. Refer to WISF policy.

*These steps may be used at any point if for the benefit of the pupil.

**Steps can be missed depending on the severity of the conduct choices.

Consequences are relational, proportionate, and always logged.

Decision-Making Logic

- **Classroom Staff:** Initiate removal if behaviour disrupts learning or safety.
- **Pastoral/SLT:** Lead restorative conversations and determine next steps.
- **Headteacher:** Final authority on suspensions and exclusions.

Restorative Conversation Framework

Led by:

- Form Tutor, Head of Year (HoY), Wellbeing and Pastoral Lead, or Senior Leadership Team (SLT), depending on severity.

Structure:

Category	Question(s)	Purpose
Reflection on the Incident	What happened?	Neutral, dispassionate language used to focus on the evidence around the incident.
Reflection on Emotional State	What were you feeling at the time?	Exploring the emotional dysregulation the student may have experienced.
Assessing Emotional Change	What have you felt since? How/why have your feelings changed?	This helps the student reflect on the evolution of their emotional state after the incident.
Reflection on Impact	Who might have been affected by your actions? How might your actions have affected other people?	Focusing on the broader impact of the student's behaviour on others.
Restorative Opportunities for Moving Forward	How can we move forward from here? What should we do to put things right? How can we do things differently in the future? What's the first step you want to take?	These questions encourage the student to take responsibility and propose solutions.
Offering Support	What do you need in order to...	Providing support to help the student take the necessary steps toward improving their behaviour.
Re-empowering the Student	Remind me what you are going to do, and when?	This question helps the student commit to specific actions and timelines, empowering them to move forward.

Reintegration and Support

- **Reintegration Plan:** After removal or suspension, a plan is created with the student.
- **Support Offered:** supportive conversations, mentoring, behaviour coaching, or curriculum adjustments.
- **Monitoring:** Ongoing check-ins and behaviour tracking by year team.
- **Conversations:** with the witnessing member of staff for resolution and understanding of actions taken.