THE KINGSLEY SCHOOL

The Kingsley School

Relational Practice Behaviour Policy

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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.

Related documents:

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

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.

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 and Sixth Form:** 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; excessive false nails and false eyelashes are not permitted.
    - **Piercings/Tattoos:** Facial piercings and visible body piercings or tattoos are not permitted in any year group.

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 & SMART DEVICES:

- **All pupils:** Smart watches, smart glasses and any similar wearable technology with communication, recording or internet-enabled capabilities are not permitted in school at any time.

- **Prep School:** The Prep School is a phone-free environment. Pupils are not permitted to bring mobile phones or similar internet-enabled devices to school unless an exception has been approved by the School. Where permission has been granted, the phone must be handed in to the School Office on arrival and collected at the end of the school day.

- **Senior School (Years 7-11):** Mobile phones may be brought to school but must be switched off, kept out of sight and secured in the Yondr pouch provided during the school day. Mobile phones must not be used or visible on the school site unless specific permission has been given by a member of staff.

- **Sixth Form:** Mobile phones may only be used within the Sixth Form Centre. From arrival until 4.00pm, phones must not be visible or used elsewhere on the school site unless permission has been given by a member of staff.

Further information: Refer to the Mobile Phone and Device Policy for full details, including exemptions, permitted exceptions and sanctions for misuse.

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

i. 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.

ii. 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**
For smart appearance that exceeds expectations	*For any behaviour worthy of credit that exceeds expectations*	*For demonstrating community spirit and compassion for others*	*For Outstanding Achievement- related to high achievement relative to peer group in any of the 4 educational pillars.*
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	**Compassion and kindness** Pupils demonstrate compassion and	**Representation** Pupils engage in activities or behave in ways that	**Problem solving and critical thinking** Pupils engage in activities, tasks or

requests to improve appearance	kindness to themselves and/or others to address or improve behaviour	represent themselves and the school well	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 Pupils demonstrate good manners and courtesy in and outside the classroom	**Teamwork and Leadership** pupils demonstrate leadership and teamwork skills in any activity across the school, particularly focussed on good communication, empathy, collaboration, vision setting, democracy positivity.	**Pursuit of excellence** 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

1. **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.
- Wearing incorrect uniform.
- Wearing make-up/false nails/false eyelashes.
- Wearing inappropriate hair colour or style.
- Non-completion of homework.
- Causing distractions in lessons.
- Behaviour that puts others at risk.
- Not following the mobile phone policy.
- Not following the ABCs.

i 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, when possible and appropriate.
- We facilitate wellbeing action plans for pupils needing additional support.
- We facilitate positive report cards to encourage accountability.

ii 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 notice that you… I need you to… because… thank you."*
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.	*"The impact of this is… you can either [choice 1] or [choice 2]."* Example: *"You can either remain in this seat and talk later or move as advised and we can move on."*
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

iii Consequences When Needed

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

1. Community consequences, for example, time spent helping staff or pupils in response to a related conduct choice.
2. Consequence Points: Recorded as part of the school's conduct system.

3. Restorative conversation with the original member of staff immediately following the lesson/activity.
4. Restorative conversation with Form Tutor, HoY or the Wellbeing and Pastoral Lead.
5. Restorative conversation with a senior member of the pastoral team.
6. Phone call home or meeting with parents.
7. Detentions: These will be reflective and restorative in nature, allowing the student to think about their actions and how they can improve.
8. Mentoring: Either from peers or adults, as appropriate, to help the student understand and address their behaviour.
9. 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 Consequence	E.g.helping staff or pupils with an appropriate task.
C2	Further Restorative Conversation	With Form Tutor, Head of Year or the Wellbeing and Pastoral Lead.
C3	Consequence Points for appearance, behaviour or community	Logged in the system. Escalation triggers review.
C4	Parental Involvement	Email, phone call or meeting with parents.
C5	Senior Intervention	Including removal from classroom
C6	Reflective Detention	Focused on behaviour reflection and improvement.
C7	Suspension	Removal from school for a fixed period followed by reflective meeting and agreed next steps
When appropriate	Mentoring*	Peer or adult mentoring for behaviour support.
When appropriate	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**
For instances when appearance falls short of expectations and previous reflective interventions have been unsuccessful	*For instances when behaviour falls short of expectations and previous reflective interventions have been unsuccessful*	*For instances when community spirit falls short of expectations and previous reflective interventions have been unsuccessful*	*For any instances that do not easily fit the ABC framework*

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)

i 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	*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 pupil may have experienced.
Assessing Emotional Change	*What have you felt since?* *How/why have your feelings changed?*	Helps the pupil 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?*	Focuses on the broader impact of the pupil'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?*	Encourages the pupil to take responsibility and propose solutions.
Offering Support	*What do you need in order to…*	Provides support to help the pupil take the necessary steps toward improving their behaviour.
Re-empowering the Student	*Remind me, what are you going to do, and when?*	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

ii 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. Should a pupil receive 3 or more detentions in one term, the pupil and their parents will be invited to discuss strategies for improvement with a member of the pastoral team.

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 at pupils or adults	Removal from classroom Internal exclusion External exclusion if repeated
Using threatening or violent behaviour towards pupils or adults	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, the Wellbeing and Pastoral Lead. 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:

a 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.

b 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.

c 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).

d 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.

e 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 consequences, 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.

f 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.

g 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.

h 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.

i 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.

j 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.

k 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 the Warwick Schools Foundation's Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.