

Behaviour and Discipline Policy

Reviewed by: Community and Wellbeing

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1.0 Introduction

- 1.1 Katharine Lady Berkeley's School (the "School") aims to promote positive behaviour and ensure that every pupil benefits from a safe and rewarding learning environment.
- 1.2 This policy complies with the Department for Education's (DfE's) advice for head teachers and staff "Behaviour and Discipline in Schools" (February 2024). This policy should be read together with our policies on Anti-Bullying; Suspensions & Exclusions; Rewards; Use of Reasonable Force; Searching, and Confiscation; and Special Educational Needs and Disability.

2.0 Behaviour

- 2.1 Annex 1 sets out the principles that our School expects pupils to comply with in relation to their behaviour. Parents and pupils will receive a copy of this policy before starting at the School. Parents will be expected to read this policy with their child from time to time. This policy will be reinforced in assemblies.
- 2.2 The Head teacher is in overall charge of behaviour management and teachers are responsible for day to day issues. This policy applies to all age groups at the School at all times (including in some circumstances outside School). It applies when the pupil is:
 - 2.2.1 at the School, representing the School or wearing the School uniform;
 - 2.2.2 travelling to and from the School;
 - 2.2.3 on a School visit;
 - 2.2.4 identifiable as a pupil of the School; or
 - 2.2.5 involved in any activity that could have repercussions for the orderly running of the School, pose a threat to another pupil or member of the public, or that may adversely affect the reputation of the School.

3.0 Rewards

- 3.1 The School believes that praise and encouragement are the best motivation for good behaviour. Pupils will be rewarded in accordance with the School Rewards policy. The School's system of rewards includes the following:
 - 3.1.1 praise via Class Charts
 - 3.1.2 letters may be sent to parents to recognise an excellent achievement or an exceptionally helpful act
 - 3.1.3 vouchers

4.0 School Discipline

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

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

4.2.1 the decision to sanction a pupil must be made by a teacher or paid member of staff with responsibility for pupils (such as teaching assistants) authorised by the Head teacher

4.2.2 teachers can discipline pupils at any time the pupil is in school or elsewhere

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

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

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

4.4 The following sanctions may be applied to pupils:

4.4.1 a verbal reprimand

4.4.2 repeating unsatisfactory work

4.4.3 setting of written tasks

4.4.4 being sent to the Head teacher

4.4.5 loss of privileges

4.4.6 missing break time

4.4.7 detention (including during lunch time and after school)

4.4.8 School community service (such as picking up litter)

4.4.9 being placed on report for behaviour monitoring

4.4.10 confiscation of pupils' property

- 4.4.11 lesson relocation (temporary move to another classroom or supervised area to enable learning to continue)
- 4.4.12 removal from lesson by the Response Team (where behaviour significantly disrupts learning or poses a risk) use of the Reflection Room for serious or repeated breaches
- 4.4.13 suspension and exclusion
- 4.5 Detentions may be imposed during school hours or outside normal school hours.
- 4.6 Parental consent is not required for detentions. Staff will not issue a detention without considering the following points:
 - 4.6.1 whether the detention is likely to put the pupil at risk
 - 4.6.2 whether the pupil has known caring responsibilities
 - 4.6.3 whether parents ought to be informed of the detention. In many cases it will be necessary to do so but it may not be necessary for a short after school detention where the pupil can get home safely
 - 4.6.4 whether suitable travel arrangements can be made by the parents, even if inconvenient
- 4.7 When a pupil is referred to the Reflection Room, the aim is to provide a calm, supervised space where they can regulate, reflect, and restore readiness to learn. The time spent there should be constructive and purposeful, focusing on reflection, completion of learning tasks, and a supported discussion about how to repair relationships or re-engage positively in lessons.
- 4.8 Pupils should remain in the Reflection Room only for as long as necessary, and must be supervised at all times. They should be given appropriate opportunities to eat, drink, and use toilet facilities. The Reflection Room should not be used as a form of isolation or punishment, but as a structured intervention to support behaviour reflection, accountability, and reintegration.
- 4.9 A pupil will be liable to be excluded for a serious breach of discipline only in accordance with the School's Suspensions & Exclusions policy. Corporal punishment is prohibited for all pupils under Section 131 of the Schools Standards and Framework Act 1998.

5.0 Behaviour related to SEND

- 5.1 We recognise that challenging behaviour may be linked to a pupil's SEND. We will comply with our duties under the Equality Act 2010 not to discriminate against a pupil because of their disability. We will make reasonable adjustments for managing behaviour which is related to a pupil's disability. The School is committed to complying with its SEND policy.

6.0 Intervention

- 6.1 The School will endeavour to intervene early in incidents of poor behaviour to avoid it escalating. Staff will consider whether the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Child Protection and Safeguarding policy. Staff will also consider whether continuing disruptive behaviour may be the result of unmet educational or other needs and will consider whether a multi-agency assessment is necessary.
- 6.2 The School will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

7.0 Use of Reasonable Force

- 7.1 The use of force by staff in dealing with incidents of misbehaviour will be in accordance with our policy on the Use of Reasonable Force. We will offer pastoral care for any school staff accused of misconduct.

8.0 Searching, Screening and Confiscation

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

9.0 Procedures to be followed when issuing sanctions

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

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

10.0 Records

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

10.1.1 the name of the pupil concerned

10.1.2 the reason for the punishment

10.1.3 the type of punishment

10.1.4 the name of the person administering the sanction

11.0 Monitoring

11.1 The Head teacher will ensure that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Head teacher to account for its implementation.

Annex 1 - Behaviour Principles

1.0 Overview

- 1.1 The School recognises that clear rules are required to create a secure environment where learning can flourish. The underlying principle behind all aspects of the School's expectations for the conduct of pupils is that they will behave in a way which allows them and others to make the best possible progress in an environment where they are emotionally and physically secure. High standards of behaviour are essential for pupils to enjoy their time at the School and for the achievement of results which reflect each pupil's ability.
- 1.2 Each pupil is expected to behave in a way which enables them to make the best possible academic and social progress. This requires the pupil to follow the School's code of conduct, to focus on their work in lessons, to endeavour to complete all work to the highest standards of which the pupil is capable, to complete all homework set and to respect and care for the wider school, in terms of the School community including all staff and other pupils, its buildings and resources.
- 1.3 We value effort and achievement and we encourage every positive contribution that a pupil makes to the life of the School. Each pupil is required to abide by the principles enshrined in this Behaviour Policy:
 - 1.3.1 pupils should be quiet and listen when the teacher/other pupils are talking
 - 1.3.2 entry to and exit from classrooms should be orderly
 - 1.3.3 pupils should treat the teacher and other pupils in the way that they expect to be treated
 - 1.3.4 pupils should get ready to work as soon as they arrive in the classroom including having books, equipment and journals out of bags
 - 1.3.5 pupils should follow instructions without argument
 - 1.3.6 pupils are expected to try their best with the work that they are given
 - 1.3.7 low level disruption, including questioning/challenging the teacher's instructions, talking over the teacher, inappropriate language, distracting other pupils from learning, and low-level chatter is not acceptable
 - 1.3.8 we encourage pupils to make an effort, work hard and achieve high standards to the best of their ability
 - 1.3.9 we expect pupils to attend school on time for registration and be on time for lessons

- 1.3.10 we expect pupils to participate fully in the classroom by listening, making contributions, and co-operating with the teacher and with other pupils
- 1.3.11 School uniform must be worn during the school day and for school activities.
- 1.3.12 pupils' behaviour should reflect well on the School, whether you are at the School or outside the School
- 1.3.13 pupils are banned from possessing prohibited items. These are:
 - 1.3.13.1 knives or weapons
 - 1.3.13.2 alcohol
 - 1.3.13.3 illegal drugs
 - 1.3.13.4 stolen items
 - 1.3.13.5 tobacco and cigarette papers
 - 1.3.13.6 fireworks
 - 1.3.13.7 pornographic images
 - 1.3.13.8 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)
- 1.3.14 the use of bad language is unacceptable. Name-calling, threats, harassment, racism, homophobia and all forms of discrimination are unacceptable conduct
- 1.3.15 bullying (including cyber-bullying) has never been tolerated at this School
- 1.3.16 physical violence; threats of violence; and intimidation is forbidden
- 1.3.17 misconduct of a sexual nature is forbidden
- 1.3.18 malicious allegations against staff will be taken seriously and appropriate sanctions applied
- 1.3.19 vandalism and graffiti-writing is regarded as a breach of our rules
- 1.3.20 pupils must not borrow or interfere with other people's property without permission. Pupils must not steal property
- 1.3.21 pupils must not damage property otherwise you or your parents may be asked to pay for the damage
- 1.4 The following types of behaviour will result in the immediate removal of the pupil from the classroom and are likely to lead to time in the Reflection Room or a suspension in accordance with the School' Suspensions & Exclusions policy:

- 1.4.1 behaviour affecting other people's health and safety
 - 1.4.2 behaviour which places the pupil out of the care and control of the teacher
 - 1.4.3 offensive language directed at a member of staff
 - 1.4.4 abuse on the grounds of a protected characteristics
 - 1.4.5 inappropriate sexual behaviour
 - 1.4.6 total defiance
 - 1.4.7 dangerous behaviour
 - 1.4.8 physical/threatening behaviour towards staff or pupils
 - 1.4.9 severe damage to property
- 1.5 The School's Bullying policy makes a number of references to the steps which will be taken by the School to ensure that all members of the School community understand that bullying is unacceptable. Many of these steps will also seek to ensure that any form of intimidating or aggressive behaviour is considered to be unacceptable whether covered by the broad definition of bullying or not. Examples of the kinds of behaviour which are not necessarily bullying but are deemed to be intimidating and aggressive behaviour include:
- 1.5.1 older pupils behaving in ways which are threatening to younger students – either intentionally or not
 - 1.5.2 pupils responding in a physically aggressive manner to unintentional physical contact
 - 1.5.3 excessively aggressive versions of games played at break and at lunchtime
 - 1.5.4 unacceptable behaviour when not directly supervised, for example on the way to and from the School, and threats via social networking
- 1.6 The School recognises that these and other forms of intimidating and aggressive behaviour take place and will seek, through the curriculum, across the curriculum through SEAL (Social and Emotional Aspects of Learning) and through other activities, to prevent such behaviour and to help pupils to understand the effects that their actions have on others. If this kind of behaviour does take place, the School's sanctions procedures will be used. These may be accompanied by appropriate support for pupils who have difficulties in avoiding or controlling aggressive responses.

2.0 Malicious Allegations against staff

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

3.0 Definition of malicious allegations

3.1 A malicious allegation is one where an individual knowingly makes an untrue claim with the intent of causing harm, distress, or damage to the reputation of a staff member. This does not include genuine misunderstandings or allegations made in good faith that are later found to be unsubstantiated.

4.0 Initial response to allegations

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

5.0 Consequences for making malicious allegations

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

5.2 Sanctions for students:

5.2.1 Students found to have made malicious allegations may face sanctions in line with the school's behaviour policy, which could include suspension or, in severe cases, permanent exclusion. The specific disciplinary response will be determined based on the nature of the allegation, the student's understanding of their actions, and any other relevant factors.

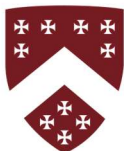
5.3 Support and reintegration:

5.3.1 Where appropriate, students who have made malicious allegations will be provided with support to understand the impact of their actions. They may also be offered restorative sessions, counselling, or other supportive interventions.

6.0 Parental/Carer Involvement

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

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