



1.0 Aims

The aims of the behavior policy are to:

1. Provide the framework for an effective and safe learning environment for all.
2. Provide a behaviour framework which is workable, proportionate, consistent and fair.
3. Encourage high expectations in all aspects of school life to enable pupils to develop responsible attitudes.
4. Define what we consider to be unacceptable behaviour.
5. Outline the expectations and consequences of behaviour choices.
6. Provide a consistent approach to behaviour management that is applied equally to all pupils.

2.0 Linked Policies, Documents and Legislation

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines our school's duty to safeguard and promote the welfare of children, paragraph 9 requires our school to have a written behaviour policy. Paragraph 10 requires that we have an anti-bullying strategy, which we set out in our Anti-bullying Policy. Our behaviour policy and anti-bullying policy are published on our website, in line with DfE guidance. This policy complies with our funding agreement and articles of association.

- Safeguarding Policy;
- Anti-Bullying Policy;
- Home School Agreement;
- Rewards Policy;
- Complaints Policy;
- Uniform Policy;
- Attendance Policy;
- Reach Values framework.

3.0 Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, in toilet areas and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform and equipment;
- Persistent lateness to lessons.



Serious misbehaviour is defined as:

- Repeated misbehaviour and defiance;
- Bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments, jokes or taunting;
 - Physical behaviour like interfering with clothes;
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism;
- Theft;
- Fighting;
- Smoking or vaping;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items:
 - Knives, weapons or items that can be considered as weapons; Alcohol; Illegal drugs; Stolen items; Tobacco and cigarette papers or vaping devices; 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).

3.0 Roles and Responsibilities

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The Headteacher has the legal responsibility for maintaining discipline in the school and determining acceptable standards. The Headteacher is responsible for:

- Reviewing and approving this behaviour policy with the board of Trustees annually;
- Ensuring that the school environment prioritises positive behaviour;
- Ensuring that staff:
 - Are all trained and supported to deal effectively with poor behaviour;
 - Implement this policy consistently to deal effectively with poor behaviour;
 - Implement this policy to ensure rewards and sanctions are applied consistently to all pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;



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- Ensuring that new staff receive a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Ensuring that appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties as set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.1 Clear Expectations

These are articulated within the School's Home School Agreement and our REACH values framework (see Appendix 1). Pupils are expected to comply with all such expectations, and the active support of parents/carers to this is fundamental. All staff must consistently reinforce all such expectations, acting as role models of appropriate behaviour, displaying respect and courtesy at all times. Our REACH expectations are clearly displayed throughout the school, communicated to the wider school community and regularly discussed.

3.2 A System of Recognition and Reward

The school will use all available means to publish and promote achievement by all members of the school. See the [Thomas Keble School Rewards Policy](#). The school may make use of fixed term Report Cards to monitor behaviour and to recognize improvements in student behaviour. Reports may be issued by Tutors, Heads of Department, Heads of Year or senior members of staff.

3.3 A System of Sanctions

Teachers and all other paid staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction. This applies to any time when the pupil is in school, or elsewhere under the charge of a teacher, including school visits or after-school events. It also includes behaviour outside of school, which impacts on the school community or could bring the school into disrepute.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- I. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;



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- II. The decision to punish the pupil,, and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
- III. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them'. (Behaviour and discipline in schools, DFE, February 2014).

The school runs a system of centralized lunchtime detentions each day and also a centralized detention on Friday afternoon. The school will also use isolation from peers, where deemed absolutely necessary as either a sanction or when a serious incident has taken place and an investigation is underway.

The Headteacher can exclude a child if they misbehave in or outside school. The school will let you know about an exclusion as soon as possible, and will follow up with a letter telling you how long your child is excluded for and why. Exclusions can start on the same day, but the school will not make you collect your child straight away. For the first 5 school days of an exclusion, it is a parent or carers responsibility to make sure their child is not in a public place during normal school hours unless there's a good reason. There are 2 types of exclusion:

- Suspension (sometimes referred to as fixed-term or fixed-period exclusion);
- Permanent exclusion (sometimes called expulsion).

A suspension is when your child is removed temporarily from school. They can only be removed for up to 45 school days in one school year, even if they've changed schools. If a child has been suspended for a fixed period, schools should set and mark work for the first 5 school days. If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, for example, at a pupil referral unit.

Permanent exclusion means your child is no longer allowed to attend a school. Your local council must arrange full-time education from the sixth school day. The school or local council must tell you about any alternative education they arrange. It's your responsibility to make sure your child attends.

Pupils with special educational needs (SEN) or a disability can be suspended or permanently excluded from school. Schools are not allowed to suspend or permanently exclude a pupil because they have a disability or additional needs the school cannot meet.



4.0 The school Disciplinary Code

It is expected that most pupils will never be placed on the “Disciplinary Code” throughout their school life. However, the code will clarify the position for that minority of students who are experiencing difficulties and inform all partners in the process (see Appendix 3).

Students may be placed onto a Disciplinary Stage, or moved up to a higher stage through either:

- A serious isolated instance of poor behaviour.
- An accumulation of poor behaviour instances.

Students placed onto the Disciplinary Code will have their behaviour reviewed periodically, which may result in students being either removed or brought down the Disciplinary Code. Parents or carers will receive a letter notifying them that their child has either moved onto, has moved up or moved down the Disciplinary Code.

Senior Pastoral Leads (SPL) and members of the Senior Management Team (SMT) can propose appropriate Disciplinary Code levels for pupils, which are confirmed by the Headteacher, or in their absence by the Deputy Headteacher.

The Headteacher (or the Deputy Headteacher in their absence) is the only person who can exclude a student from school or can place a student onto Level 5 and 6 of the Disciplinary Code.

No child will be placed at Stage 6 until after all possible interventions have been exhausted or in extremely rare and exceptional circumstances. As indicated by Government guidance, the Headteacher will consult with the Chair of Trustees.

Senior Pastoral Leads must ensure that records of all students at all Stages 1-5 are maintained and reviewed.

Staff should be informed of all decisions relating to pupils at regular intervals.

The school may make use of a PSP (Pastoral Support Plan) to help to manage student behaviour and to coordinate support for students.

5.0 Managing behaviour in the classroom

Clear expectations for entering a teaching area and clear classroom routines must be in place and communicated to students. The aim will always be to de-escalate and to keep children in classrooms. The consistent approach to managing classroom behaviour is set out in Appendix 4. Should persistent poor behaviour occur, the member of staff immediately involved or witnessing this must record this using the platform specified by the school. In addition to this, staff are required to specifically record:

- Any lateness to lessons, including the number of minutes late;
- Students found either using vaping devices or smoking or congregating with those who are;



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- Persistent behavior incidents where our REACH values are not followed, as set out in Appendix 4.

Serious incidents are immediately reported to a member of SMT and are recorded using the appropriate school platform.

In addition, Tutors are required to specifically record:

- Instances of missing equipment following checks in the Tutor sessions.
- Any student in incorrect uniform, as set out in the Uniform Policy.

6.0 Managing behaviour outside of the classroom, but inside the school

Under no circumstances should a member of staff tolerate abusive or defiant behaviour. This must always be reported so that it can be managed appropriately. Staff are required to specifically record:

- Students found either using vaping devices or smoking or congregating with those who are;
- Behavior incidents where our REACH values are not followed, as set out in Appendix 1.

7.0 Managing behaviour outside of the school

Schools have a clear legal power to regulate pupils' behaviour outside of school premises, "to such extent as is reasonable". This will include any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform.

In addition, misbehaviour at any time that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil, member of staff or member of the public;
- Could adversely affect the reputation of the school.

Please see separate policy on educational visits.

8.0 Confiscation of inappropriate items

Schools may confiscate items from pupils. Guidance on confiscating and searching is contained in the Safeguarding Policy.

9.0 Use of reasonable force

The law provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or damaging property, and to maintain good order and discipline in the classroom (see separate advice - "Use of force to Restrain Children").



Appendices

1. REACH values
2. Home school agreement
3. Disciplinary Code of Practice
4. Flow chart for dealing with classroom behaviour issues
5. Guidance on Smoking and Vaping
6. Uniform Guidance



Appendix 1: REACH values

The infographic features a central white box with a yellow border containing the REACH values. To the left of the box are five red icons: a warning sign, a prohibition sign, a bed, an open hand, and a thumbs down. To the right are five green icons: three people, a star, a mountain range, a handshake, and a thumbs up.

R
Respect **everyone's right to education**

E
Strive to **excel and complete work to the best of your ability**

A
Be **aspirational and have expectations of yourself and everything you do. Don't be afraid to step out of your comfort zone**

C
Always demonstrate **compassion and kindness to others**

H
Be **open and honest about the choices you make**

Appendix 2: Thomas Keble School: Home-School Agreement

We believe that every child has the potential to succeed. A strong partnership between school, student and family is an essential foundation for this success. Our aim is to provide a rigorous and broad education so as to help develop well-qualified, self-confident, responsible, healthy and happy citizens, who can make a valuable contribution to their world. In order to achieve this:

The School will:	Students should:	Parents should:
<ul style="list-style-type: none"> • Provide a safe, disciplined, caring, and stimulating environment. • Provide the best possible education for every student, based on a broad and balanced curriculum and a varied extra-curricular programme. • Treat everyone in the school community appropriately, fostering courtesy, responsibility, tolerance and self-confidence. • Make parents and visitors feel welcome in the school. • Inform pupils and parents about pupil progress, through mentoring, reporting and parents' evenings. • Monitor attendance, encouraging 100% attendance. • Set appropriate homework with realistic deadlines and regular planner monitoring. • Set clear uniform expectations. • Establish an effective system of rewards and sanctions. 	<ul style="list-style-type: none"> • Make full use of the opportunities provided by working hard and participating in selected activities. • Treat everyone in the school community appropriately, being polite, tolerant, responsible and self-confident. • Help visitors feel welcome in our school. • Listen to teachers and others to understand their own progress. • Put their best effort into homework, meeting deadlines and using the planner properly. • Strive for 100% attendance. • Keep to the Behaviour Policy and IT Acceptable Use Policy. • Keep to the uniform expectations. • Behave well and accept the school's rewards and sanctions. 	<ul style="list-style-type: none"> • Encourage and support their child's learning both at school and at home. • Feel welcome in the school, helping us by making appointments if they wish to speak to a member of staff. • Treat everyone in the school community appropriately, encouraging courtesy, tolerance, responsibility and self-confidence. • Provide a good working environment at home for homework, signing the planner weekly. • Expect their child to behave well and support the school's rewards and sanctions. • Respond to reports on progress, attend parents' evenings and communicate any cause of concern to the school. • Ensure that their child attends school whenever possible and notify the school promptly of any absence. • Support the school's Behaviour Policy and Discipline Code. • Support the maintenance of high standards of uniform.



Appendix 3: Disciplinary Code of Practice

Name of pupil..... has now been placed at Stage This will be reviewed periodically by the Headteacher and parents will be informed of the outcome.

Signed..... Date

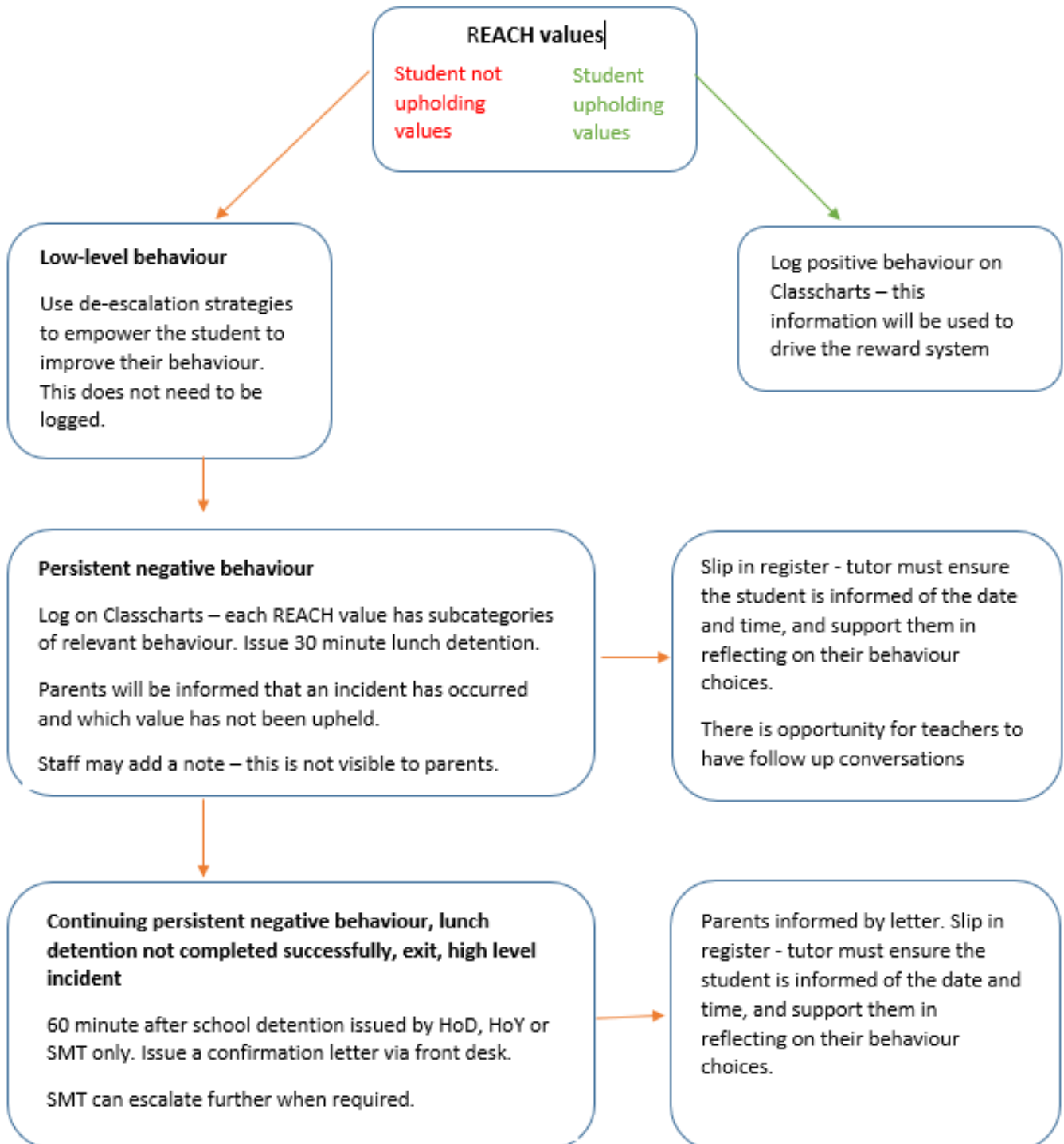
Stage 1	Parents notified of disciplinary incidents by form tutor or other member of the pastoral team. Tutor to discuss with Year Leader and take prime responsibility for monitoring/guidance. Parents invited to meet/communicate to discuss problems and strategies with tutor. Strategies could include the pupil reporting to a nominated member of staff on a daily basis.
Stage 2	Serious disciplinary incident or continued/general problem. Parents contacted by Senior Pastoral Lead. Pupil placed on Tutor report. Referral to Head of Key Stage line manager. Parental meeting requested.
Stage 3	Very serious incident or persistent problems. Head of Key Stage contacts parents and places pupil on report to them. Parental meeting organised. Pupil likely to be involved in a series of detentions and/or isolation from some lessons.
Stage 4	Extremely serious incident or failure to respond to above. Head of Key Stage contacts parents and places pupil on report to them. Parental meeting organised. Pupil likely to be involved in fixed term exclusion and/or extended isolation from lessons. Parents warned of risk to pupil's place within school.
Stage 5	Repeated extremely serious incidents and/or failure to respond to above. SMT contacts parents and organises meeting. Pupil on report to SMT and/or Headteacher. Alternative strategies to be employed might include long term alteration of timetable, P.S.P, extended isolation, extend fixed term exclusion. Parents given final warning of Permanent exclusion.
Stage 6	Permanent Exclusion from School. Parents informed by Headteacher (or in their absence, Deputy). Case reviewed by Trustees' (Governors') Disciplinary Committee. Re-Integration service involved.
<p>I. At every stage our approach will be preventative and remedial, striving to motivate/engage the pupil in positive behaviour. The pupil will have the opportunity to contribute to the review.</p> <p>II. Referral to SENCO, EWO, Ed Psych. will take place at the earliest stage necessary, depending upon the pupil's circumstances.</p> <p>III. Students do not necessarily pass through each stage in turn. For serious incidents a student may jump several stages and in exceptional circumstances move directly to Stage 6.</p> <p>IV. As soon as there is clear, consistent and sustained evidence of a pupil's improved behaviour there will be a review meeting organised by the Head of Key Stage with the intent of moving him/her back one or more stages. Parents will be informed of all such reviews.</p>	



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Appendix 4: Classroom Behaviour Flowchart





Appendix 5: Smoking or vaping flowchart

Stage A	<ul style="list-style-type: none"> Any pupil found smoking/vaping. Any pupil found with smokers/vapers. Detention issued, letter sent home and Stage A is recorded on the students record.
Stage B	<ul style="list-style-type: none"> Any pupil reported for a second offence within a 3-month period. Lunchtime detention for a week. Letter home expressing concern. Health Education and Stage B recorded on the students record.
Stage C	<ul style="list-style-type: none"> Any pupil reported for a third offence within a 3-month period. Isolation for 1 day. Letter home expressing concern and Parental meeting. Health support offered and Stage C recorded on the students record.
Stage D	<ul style="list-style-type: none"> Any pupil reported for a fourth offence within a 3-month period. Suspension from school. Further Parental re-admittance meeting. Health support offered and Stage D recorded on the students record.
Stage E	<ul style="list-style-type: none"> Any pupil reported for a fifth offence within a 3-month period. Further suspension from school. Further Parental re-admittance meeting. Health support offered and Stage E recorded on the students record.
<ul style="list-style-type: none"> At the start of each academic year all pupils at Stages A and B have a “fresh start”. All pupils at Stages C and D begin at Stage 2. Any pupil at Stage 5 begins at Stage 3. If a child is on the Discipline Code already, for other reasons, then these offences will be cumulative, increasing the stage as appropriate. 	

Appendix 6: Guidance: Upholding High Standards of Uniform

The vast majority of pupils, with the support of their parents or carers, conform to our uniform expectations. Standards across the school are high. Choosing not to wear uniform as set out in the Uniform Policy is considered to be a behavior and if persistent, as an act of defiance.

Form tutors are required to check uniform each morning and to log any uniform issues on the school platform. If this log shows a pattern, then the Head of Year will speak to the student and contact home to determine the context and to see if support is needed.

The school may ask that a student:

- Borrows a pair of school shoes for the day from the school, with the students own shoes given in exchange for the school pair, and returned at the end of the day;
- Borrows a school jumper for the day, with an inappropriate jumper provided in exchange, which is given back at the end of the day;
- Removes false nails or false eye lashes;
- Removes piercings which are not permitted. Refusal to do so is considered defiance and is sanctioned accordingly. This may include suspension from school or in isolation.