



Behaviour Management Policy

CONFIDENT · INDEPENDENT · FORWARD -THINKING

ADOPTION AND AMENDMENTS TO BEHAVIOUR MANAGEMENT POLICY

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Section	Governors' Meeting or Committee
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School Aims and Ethos

To ensure outstanding learning opportunities are provided for each and every child regardless of age, gender, need, faith or background.

To enrich lives socially, culturally, morally and spiritually and to ensure all children can take their place in a forward-thinking enlightened democracy.

At Kents Hill Park School we will:

- Provide the very best in teaching and learning opportunities for every pupil;
- Have the highest expectations of what pupils can achieve;
- Promote an ethos of high expectations, outstanding behaviour and care;
- Have an enriching and enabling, broad and balanced curricular and extra-curricular programme that supports outstanding personal development;
- Prepare and equips pupils well for the next stages of their school journey;
- Promote and sustain the very best of British values, including fairness, equality, honesty, justice and service; ensure pupils reach the highest possible standards in public examinations.

Rationale

Kents Hill Park School is a centre of educational excellence, committed to providing the best educational experience for every pupil. Each member of the Kents Hill Park School community has the right, and responsibility, to ensure that the traditional values of respect and courtesy are maintained. We are committed to the 2010 Equalities Act and training has taken place with all staff, including governors.

All members of the Kents Hill Park School community are committed to a policy of positive behaviour management. Pupils are rewarded for demonstrating the required attitudes for learning and the consistent application of consequences ensures that a positive learning environment is maintained.

Unless specifically identified to a particular key stage, this policy applies to all pupils attending Kents Hill Park School.

MK Schools Behaviour Charter

We are proud to sign up to the Milton Keynes Behaviour Charter. All secondary schools in Milton Keynes have signed up to the Charter which demonstrates our belief that every child deserves the right to a good education and to achieve this schools, parents and pupils should all work together to best support the young people of Milton Keynes. Milton Keynes' secondary schools believe that all pupils deserve a disruption free learning environment. Schools and the professionals within them will not tolerate behaviour that goes against the aims of this Behaviour Charter and will deploy strategies to support and promote positive behaviours.

The full Charter can be found in appendix 3 at the end of this policy.

Objectives

- To promote good behaviour and discipline;
- To promote self-esteem, self-discipline, equality, proper regard for authority and positive relationships based on mutual respect;
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability;
- To encourage consistency of response to both positive and negative behaviour;
- To promote early intervention and to involve Outside Agencies where appropriate;
- To provide a safe environment free from disruption, violence, bullying and any form of harassment and to promote such values in the wider community;
- To encourage a positive relationship with parents and carers to develop a shared approach involving them in the implementation of the school's policy and associated procedures and to offer opportunities for them to comment on/contribute to the ongoing process of review of this policy;
- To provide opportunities for pupils to contribute to the evaluation and review of the Behaviour Management Policy of the school;
- To ensure that lesbian, gay, transgender and questioning (LGBTQ+) pupils are treated equal in an environment free from harassment and bullying.
- To ensure that all pupils regardless of faith, belief, gender, ethnicity, sexual orientation and social background are treated equal in an environment free from harassment and bullying.

Attitudes for Learning (AfL)

The required Attitudes for Learning (AfL) are simply stated as Being Ready to Learn and require every individual to take personal responsibility for their behaviour. Children in the Primary will be supported in acquiring the required AfL as part of their spiritual, moral, social and cultural development. This will be covered through the curriculum and through the all-through 'House' system.

Being Ready to Learn means:

- coming to school with a positive attitude;
- arriving on time;
- being properly equipped;
- performing to the best of your ability;
- being calm and attentive.

Taking Personal Responsibility for behaviour means:

- respecting the right of others to learn; their opinions, personality, privacy and property;
- following the Kents Hill Park School Uniform policy;
- moving around the school in a quiet and orderly manner, following the one-way system, and keeping to the left at all times in stairwells;
- seeking support/guidance from an appropriate adult if needed; caring for the environment in and around the school;

- eating and drinking only at designated times and in designated places;
- behaving appropriately whilst in school uniform to uphold the school's outstanding reputation and status.
- not using social media to be unkind/harmful to others or to bring the school into disrepute.

Roles and Responsibilities

The Governing Body of Kents Hill Park School will establish, in consultation with the Headteacher, the Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

Staff Responsibilities

All staff at Kents Hill Park School, both teaching and associate, are responsible for ensuring that the Behaviour Management Policy, and the procedures contained within it, are applied consistently and fairly.

It is the primary responsibility of teaching staff to manage the learning environment within their classrooms. In discharging this duty, staff will reward pupils for achieving the required AfL award commendations/merits for those producing work of a given standard and apply consequences for those pupils choosing not to satisfy the required AfL. The specific behaviour management roles of teachers are described in their job descriptions and include specifically addressing all forms of bullying including name calling etc.

Parental/Carer Responsibilities

The behaviour of pupils both inside and out of school remains the responsibility of the parents/carers of that individual. Parents/Carers should be aware that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises and to act upon incidents witnessed by a member of staff or reported to the school. By signing the Home/School Agreement the parents/carers of a pupil have indicated their support for Kents Hill Park School's Behaviour Management Policy.

Use of reasonable force

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances. We acknowledge our legal duty to use reasonable force and to make adjustments for disabled pupils and pupils with special educational needs where necessary. 'Reasonable in the circumstances' means using no more force than is needed.

Reasonable force can be used:

- to prevent pupils from hurting themselves or others
- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- to prevent pupils from damaging property
- to prevent pupils from causing disruption/disorder at school or on a school trip or visit

- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to restrain a pupil at risk of harming themselves through physical outbursts

Behaviour to and from school

The school's normal disciplinary procedures apply to pupils travelling to and from the school premises in school uniform.

Behaviour on school trips

The school's normal disciplinary procedures apply to school trips. Incidents of misbehaviour will result in a pupil not being allowed on future school trips, as well as the imposition of the normal sanctions. For those pupils taking part in an international/residential trip they will be asked to sign a conduct of behaviour agreement before departure. This will be counter signed by parents/carers.

EYFS, Key Stage 1 and 2

Rewards

A culture of high expectations and positive behaviour management alongside a range of positive consequences or rewards support children in developing their Attitudes for Learning (AfL). Explicitly teaching pupils how to develop the required AfL is at the heart of our classroom practice and is the responsibility of all adults within the school.

The behaviour management system focuses on choices. The children are taught that everyone is responsible for the choices they make and must think about the consequences of their actions. Each Key Stage has a specific reward system appropriate to the age and level of development of the children. ClassCharts is used to record positives choices made throughout the day, along with rewarding tasks completed at home.

At the start of their school journey, it is extremely important that children are aware of the behaviours expected when in school. Clear boundaries are set out in the EYFS so that children feel secure and safe and are able to develop a sense of justice and fairness. Through clear rules and routines, children are supported to manage their feelings and behaviour, developing their self-confidence and self-aware.

In classrooms, visual and fluid behaviour systems are used to encourage children to monitor and regulate their behaviour choices:

- In the Nursery classroom, the behaviour system is in the form of a 'Choices Chart'. Children start the day with their name on the stem of the sunflower, ready to learn, and move up to the flower for making positive choices and demonstrating positive behaviours.
- In the Foundation classroom, the behaviour system is in the form of a 'Choices Chart'. Children start the day with their name on the sunshine, ready to learn, and move up to the rainbow for making positive choices and demonstrating positive behaviours.
- From Year 1 to Year 4, classrooms display a 'Choices Ladder'. Children start the day 'Ready to Learn' and move up or down the stages of the ladder during the day, dependent on behaviour choices.

- In Year 5 and 6, the children’s running totals of positives awarded are displayed within the classroom. Positive points can be awarded by school adults for a variety of positive behaviours exhibited by the children.

All children are able to enjoy a number of rewards for positive choices. The visual choices system allows celebration of positive behaviour choices on a daily basis, for example stickers and certificates awarded. A weekly assembly is also held to celebrate success and award ‘Super Stars’, ‘Marvellous Manners’ and ‘Reading Rocket’ certificates. ‘Activity Time’ of 20 minutes at the end of each week is used to encourage all pupils, rewarding those who have made positive choices through the week. At the end of each half term, children attend the ‘Positive Party’ (additional ‘Activity Time’) to celebrate the number of positives they have been rewarded.

Consequences

Consequences are logical and proportionate to the age of the child and the seriousness of the negative behaviour. Negative behaviour is viewed as a teaching opportunity which reinforces the high expectations of the school and support the spiritual, moral, social and cultural development of the child.

In the majority of cases, an initial warning is given when a negative behaviour choice is made. Children are given the time to reflect on their choices and staff instruct them with the positive behaviour they wish to see. If the child does not change their behaviour, a negative is then awarded. If the behaviour is extreme, a negative is awarded straight away.

In EYFS and Years 1 to 4, this is also shown visually to the child via the ‘Choices Chart’ and ‘Choices Ladder’. If the warning is not responded to, their peg would be moved to the bottom of the sunflower stem in Nursery, the ‘rain cloud’ in Foundation or to ‘Think about it’ in Years 1 to 4. The child’s peg would remain there for a couple of minutes in order to give them time to make the right choice and following adult instructions for the positive behaviour required.

If a positive choice is then made, their peg is moved back up the ladder to ‘Ready to Learn’.

If the child continues to make negative choices, their peg is moved to ‘Make better choices’ and another negative is issued. This may result in them being given time out of the classroom or a further consequence, such as missing social time.

Children attend ‘Social Time Reflection’, which is a consistent, school-wide consequence, if they receive more than one negative in a day.

	Consequence
Two negatives received between start of the day and break time	EYFS & KS1 - 5 mins of break lost KS2 - 10 mins of break lost
Two negatives received between start of the day and lunch time	EYFS & KS1 - 5 mins of lunch lost KS2 - 10 mins of lunch lost
Two negatives received between start of the day and the end of the day	EY – 5 mins of afternoon session lost KS1 - 5 mins of following day’s break lost KS2 - 10 mins of following day’s break lost

If a child receives more than two negatives during a day, this will result in missing more of their social time or further consequences.

Parents are informed of negative behaviour choices and the consequence.

Pupils who seriously breach the behaviour policy (potential reasons listed on page 11) are likely to be suspended from school. The consequence of these actions will generally be a formal suspension from Kents Hill Park School for a fixed term or potentially permanent. The parents/carers of the pupil will then be required to attend a formal reintegration meeting with a member of the Senior Leadership Team or pastoral team during which the most appropriate support will be discussed/arranged. The pupil could also be placed on a Reintegration Report and monitored by their class teacher and members of the Senior Leadership Team.

On some occasions, where it is deemed a suspension is not appropriate, a child may spend time in the Refocus Room. Here, time is spent with a member of the pastoral team to reflect on their actions and work set by their class teacher is completed.

Key Stage 3 and 4

Rewards: ClassCharts

Pupils receive a positive point at the end of each lesson for successfully satisfying the required AfL. Throughout the academic year pupil points are totalled and can be spent in the ClassCharts rewards store. Extra positive points are awarded for the production of a piece of assessed work which is graded above a pupil's current attainment. These attract 5 points for the pupil. Other positive points can be awarded by the teacher for a variety of other positive behaviours exhibited by pupils. These attract 1 point for the pupils to use in the rewards store.

Consequences: Negative behaviour points

Consequences are applied when a pupil chooses not to achieve the required AfL.

Pupils receive negative behaviour points if the required AfL are not met. These are as follows:

- incorrect uniform
- arriving late to school or lesson
- failing to produce homework by the due date
- homework produced to an unsatisfactory standard
- failing to bring all pieces of equipment required for a lesson

Pupils can also receive negative behaviour points related to negative classroom behaviours. These are as follows:

- lack of effort
- disruption
- defiance
- rudeness
- verbally unkind towards peers
- dangerous behaviour

Specific policies are available which describe Kents Hill Park School's approach to Bullying, Equality, Health & Safety and Substance Abuse.

Consequences (Key Stage 3 and 4)

The Governing Body of Kents Hill Park School believe that consequences are required to respond to inappropriate behaviour. Most consequences are classroom based and result from pupils choosing not to satisfy the required AfL.

Pupils will receive a negative point along with a warning to improve their behaviour. If the pupil fails to behave appropriately after the warning they will be removed from the lesson and receive a detention after school. In addition to this, the member of staff will use their professional judgement to decide whether further consequences are required.

The member of staff on duty will determine if the pupil is ready to return to their other lessons. If they feel that they have not completed enough work or indeed do not have the correct attitude to return to lessons they will be kept out of their lessons.

If a pupil is removed from more than one lesson within a day a member of SLT and/or pastoral team will determine any further sanctions.

It is important to realise that the behaviours listed in this policy are not an exhaustive list. Staff will also use their professional judgement regarding sanctions dependant on a number of factors.

Pupils repeating behaviour detailed above or choosing to use physical violence against another pupil, physically assault a member of staff, bullying, possessing drugs/alcohol/banned substances, stealing, setting off fire alarms/extinguishers or possessing weapons are likely to be suspended from school.

On some occasions, where it is deemed a suspension is not appropriate, a placement at another educational establishment may be arranged. The location and length of these placements can vary but they will not be counted as a suspension. Pupils and parents may also be informed that a placement at our Primary school be arranged in order for their child to take part in a ready to learn programme to try and avoid a suspension. Parents will be informed of the duration of this programme and if their child is required to attend at a different time to the normal school day. For example, pupils may be required to attend the Primary site between 10am-5pm.

The consequence of these actions will generally be a formal suspension from Kents Hill Park School for a fixed term or potentially permanent. The parents/carers of the pupil will then be required to attend a formal reintegration meeting with a member of the SLT or pastoral team during which the most appropriate support will be discussed/arranged. The pupil could also be placed on a Reintegration Report and monitored by their tutors, Head of Year and/or a member of the Senior Leadership Team.

Out of School Behaviour – including online conduct

Whilst this Policy refers mainly to the behaviours of children within KHP premises, the school reserves the right to discipline beyond the school gate.

This Policy covers any unacceptable behaviour when a child is:

- Wearing KHP uniform
- Travelling to or from KHP
- Taking part in a KHP organised or KHP related activity
- Posing a threat to another child or member of the public in person/online or in any other written communication
- Potentially adversely affecting the reputation and/or orderly running of KHP

In the incidences above, KHP may notify the police of any actions taken against a child. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Any bullying witnessed outside of KHP premises and reported to a member of staff, will be dealt with in accordance with KHP's Anti-bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal unacceptable behaviour which are witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

Sanctions may be given for unacceptable behaviour when off KHP premises which undermines any of the expectations outlined in this Policy. Sanctions may be in the form of withdrawal of privileges, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of KHP has been affected
- Whether the child was directly identifiable as being a pupil of KHP
- The extent to which the behaviour in question might pose a threat to another child or member of staff (e.g. bullying/cyber-bullying or insulting a member of staff).

Complaints from members of the public about unacceptable behaviour by children at KHP are taken very seriously and will be dealt with in accordance with the Complaints Policy.

The Use of Suspension

The decision to suspend a pupil from Kents Hill Park School will be taken when:

- a serious breach of the Behaviour Management Policy has occurred;
- there has been persistent failure to comply with the expectations of the school and the AFL policy;
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to suspend a pupil will take into account the likely impact of the chosen behaviour on the life of the school, and this may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

In the case of a suspension, the Headteacher may suspend a pupil for up to 45 days in any one school year. Education provision for suspension beyond 5 days will be at another Milton Keynes Secondary School, the specific destination is determined at the time of need and based on a reciprocal agreement with the other Milton Keynes secondary schools.

The school will consider permanent exclusions, Milton Keynes Behaviour Partnership Panel Referral or an emergency referral to Alternative Education for the serious breach of the behaviour management policy. This may be a single 'one-off' offence or as a consequence of persistent failure to follow school rules.

Fixed Term Suspension

Suspensions are likely to occur for the following offences, although this is not an exhaustive list:

- Persistently failing to comply with the expectations of the school;
- Bullying;
- Smoking/Vaping on school site;
- Serious and/or persistent rudeness;
- Deliberately setting off a fire alarm or extinguisher;
- Choosing to use physical violence against another pupil or a member of staff;
- Physically or verbally assaulting a member of staff;
- Sexual assault
- Being in possession of illegal drugs and/or paraphernalia or alcohol at school or other banned substances;
- The police will be contacted to collect any confiscated illegal substances. Any other confiscated substance will only be returned to the pupils' parent or carer. The school also retains the right to destroy banned substances in line with government recommendations;
- Possession of an offensive weapon
- Theft;
- Any incidents of bullying/racial/homophobic comments.

Permanent Exclusion

Permanent exclusion will normally only be used as a last resort when a range of other strategies has been exhausted. In some cases, pupils may be referred to Alternative Education through the referral system provided by Milton Keynes Behaviour Partnership.

In exceptional circumstances, Kents Hill Park School will automatically consider permanent exclusion for pupils who commit a first or one-off offence, including, but not limited to:

- selling illegal drugs;
- physically assaulting a member of staff;
- committing a serious assault on another pupil;

- persistently bullying another pupil;
- being in possession of a weapon;
- persistent failure to comply;
- committing arson and/or vandalism;
- committing any form of sexual offence.

Supporting Pupils/Referral to Outside Agencies

The pupil's reintegration will be monitored through a targeted report, monitored by a member of the pastoral team for a minimum of one week. Pupils returning from a second suspension may be required to sign a Behaviour Contract drawn up in consultation with Parents/Carers and the Pastoral Team and member of SLT during the Reintegration Meeting.

Pupils who are suspended for more than 10 days during an academic year will also be in receipt of a Pastoral Support Plan (PSP) and/or Behaviour Contract. This will be written following consultation between the pupil, the parent/carer of the pupil and the Pastoral Team.

Pupils who require additional support can be referred to specialist services following consultation between the Pastoral Team, SENCo, Assistant Headteacher and Parent/Carer of the pupil. Kents Hill Park School will access appropriate specialist adolescent, child and family support services where necessary. Further information can be found in the School's Alternative Education Policy.

Training

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management are provided to support the implementation of this policy.

Evaluation and Review

The Behaviour Management Policy of Kents Hill Park School is evaluated and reviewed on an annual basis, and the whole policy, and any amendments recommended, are agreed by the Governing Body.

Definition of abuse

There is no single definition of abuse, but for the purposes of this policy and the way that the school operates, the following guidance should be referred to:

"Abuse means verbal, physical, sexual, emotional, threatening, controlling, violent or coercive behaviour towards another person with the intention or effect of causing physical or mental distress to that other person or being reckless as to whether it causes physical or mental distress"

Appendix 1- Key Stage 1 and Lower Key Stage 2 Choices Ladder

KHP Behaviour Management System - Choices Ladder



Reward: Certificate is written and sent home at the end of the day



Reward: Children here at the end of the day receive a sticker



Reward: Children here at break or lunch get to line up and go out first.



All children start with their named peg on this card.



When moved here, the child is given 'thinking time'. The child's name is only on this card for a short period of time while they reflect on their choices.

They may need moving within the classroom to remove them from the situation in which they are not making the right choices. A clear instruction is given by the adult "I want you to show me [positive behaviour]". If they show this, they move to 'Ready to Learn'.

If the behaviour continues, up to a minute is given for the child to respond. If they do not, their peg is moved to 'Make better choices'. If they respond positively, their peg is moved to 'Ready to Learn'.



If the child continues to make negative choices, their peg is moved to 'Make better choices' and another negative is issued. This may result in them being given time out of the classroom or a further consequence, such as missing social time. Parents / carers informed.

Children are expected to move up the ladder throughout the day, not in a single lesson. The choices ladder measures sustained positive behaviour choices throughout the day.

If a child is on one of the positive behaviour cards and begins to lose focus / make negative behaviour choices, their peg is moved down to 'Think about it' if they do not respond to verbal reminders.

Appendix 2 – The Kents Hill Park School Reward System (Key Stage 3 and 4)

The Kents Hill Park School ClassCharts Behaviour System

Pupils receive a positive behaviour point on their ClassCharts accounts at the end of each tutor period and lesson for successfully meeting the required AfL. In addition, points are awarded for participation in extra-curricular clubs and for success in out of school activities (worth 2 points). All points are counted in the pupil's tutor group total as part of the Tutor Group of the Year Competition.

Extra positive points are awarded for the production of a piece of assessed work which is graded above a pupil's current attainment. These attract 5 points for the pupil. Other positive points can be awarded by the teacher for a variety of other positive behaviours exhibited by pupils. These attract 1 positive point for the pupil.

The receipt of the positive behaviour points will qualify pupils for awards at the end of term and end of year. Additional awards are provided at the Annual Achievement Assembly as well as in Year group assemblies at the end of term/year.

Positive Points
Academic Achievement
Assessment Work Produced Above Target Grade
Attended an after school session
Creative Achievement
Excellent Attitudes for Learning
Excellent Effort
Forward Thinking
Improved Confidence
Improved Independence Skills
Participation in Academic Challenge
Participation in School Performance
Participation in Sporting Activity
Responsible Citizenship
School Ambassador

Appendix 3 – The Milton Keynes Behaviour Charter

Milton Keynes Behaviour Charter

As a collective of schools across Milton Keynes we believe that every child deserves the right to a good education. For us to achieve this it is imperative that schools, parents and pupils all work together to ensure positive outcomes. All schools in Milton Keynes firmly believe in this Behaviour Charter and will collaboratively work alongside other schools, parents, and pupils to best support the young people of Milton Keynes.

We believe that:

- All pupils should feel safe, physically and emotionally, in their school;
- All pupils should feel welcome in their school;
- All pupils should feel able to thrive in their environment.

To achieve this the charter expects that:

- All pupils, parents and staff should treat everyone in the school with respect, tolerance and kindness;
- All pupils, staff and parents should know, understand, and adhere to their school values and rules;
- All pupils should follow the behaviour policy in force in their school with positive intention;
- All pupils should try, at all times, to be the best that they can be and should acknowledge, and take responsibility for their actions, when something has gone wrong;
- All parents/carers should support and work with the school to encourage their child/ren to adhere to their school's behaviour policy and this Charter.

Milton Keynes' schools believe that all pupils deserve a disruption free learning environment. Schools and the professionals within them will not tolerate behaviour that goes against the aims of this Behaviour Charter. Poor behaviour within Milton Keynes schools may include, but is not limited to:

- Rudeness and defiance;
- Truancy;
- Persistent disruptive behaviour;
- Intimidating, threatening and physical behaviours to both peers and staff;
- Bullying (all schools have agreed to the Anti-Bullying alliance definition of bullying).

We encourage all parents to engage fully with the school if they are concerned about any aspect of their child's experience at school. Every school has a complaints policy which should be used to its full capacity before any other action is taken by parents.

All schools in Milton Keynes will have their own policies which staff, parents and pupils adhere to. As professionals we will deploy a number of different strategies to support and promote positive behaviours whilst still holding the Milton Keynes Behaviour Charter at the forefront of our collective aims.

Our clear purpose is to make a long-lasting difference to young people of Milton Keynes. We will work with parents and pupils to achieve the best academic outcomes as well as guiding and supporting them to becoming happy, productive, and successful members of society.





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Kents Hill Park School is part of the Kingsbridge Educational Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09144847. The registered office is at Oakgrove School, Venturer Gate, Middleton, Milton Keynes, MK10 9JQ. Telephone number: 01908 545300