



**Review Date:** Annual review

**Review Officers:** SLT/SPLT

## Whole School Behaviour Policy

### Rationale

Every member of the school community has a right to attend school safely. Staff and students are entitled to attend KBS to work and learn together in a mutually supportive, safe and respectful environment. The behaviour policy and school rules are an essential way of making these expectations clear to everyone and to ensure a positive learning environment is maintained.

Behaviour is recognised by the Ministry of Education and Higher Education as a key cornerstone for learning. This policy therefore also endeavours to follow the guidance contained in Circular No. 1 and the “General Rules and Principles,” set out in November 2016. (Appendix 6).

Behaviour is the choice and the responsibility of the individual. Learning is the key focus of KBS and so behaviours which encourage learning are to be encouraged and rewarded whilst behaviours which might disrupt, or hinder learning are to be challenged and pro-actively discouraged.

A framework of guidance and clear expectations is essential to this and it should be based on the latest research and educational thinking on what constitutes positive behaviour. As students get older, strategies to reward and challenge behaviour may change but the basic framework and system of progression through the policy remains the same across the whole school to ensure consistent handling of issues.

The basic tenet of any behaviour policy is that positive behaviours should always be encouraged first and that good teaching and effective learning will always be the best way to encourage positive behaviour and reduce negative behaviour.

### Aims

- To promote high-quality teaching and learning as a key to successful behaviour management.
- To reward and encourage children to behave positively.
- To pro-actively discourage negative behaviours.
- To support and enable students to take responsibility for their behaviour.
- To provide a clear framework for the consistent handling of behaviour issues.
- To ensure fair and proportionate interventions are taken to deal with poor behaviour.
- To follow and support national guidance and principles as laid out by the Ministry of Education and Higher Education.
- To ensure that teachers, students and parents recognise that maintaining a high standard of behaviour is the responsibility of everyone.
- To promote self-discipline, fostering self-respect, respect for others, and care for the school in the wider community and environment.

- To promote the school core values:

To care for each other  
 To respect and treat everyone equally  
 To work together in order to learn better  
 To prepare everyone for life  
 To take pleasure and enjoyment for learning  
 To feel healthy, happy and valued

## Procedures

In producing this policy KBS has used guidance from the Ministry of Education and Higher Education in British and the edited DfE Document included in the Appendices.

The school adopts a progressive approach when dealing with negative behaviours in an attempt to work with students and their families to avoid repetition of unwanted and negative conduct.

The behaviour policy is published in both Arabic and English on the school website for all stakeholders to view. The whole-school Home-KBS Agreement (Appendix 8), which parents must sign and agree to for their children to attend the school, is a key document to read alongside this policy. The school commits to responding to all parents' queries within 2 working days. In return, parents are expected to engage in constructive communication with the school, attend meetings when requested and ensure their contact details are up to date so they can be contacted. The school will contact the Ministry of Education and Higher Education and S-CAP at Sidra if parents do not respond to phone calls and to requests to attend meetings.

### Behaviour Guidelines

Although it is impossible to define all forms of negative behaviour that may be exhibited by students in school, the most common are set out here as examples of what this policy is designed to deal with.

#### Misbehaviours include:

- Not completing homework.
- Not being prepared for lessons.
- Not wearing the correct uniform (e.g. earrings, jewellery, figure-hugging clothes, no shirt under the jumper, incorrect shoes, etc.).
- Not wearing the correct PE kit.
- Wearing the PE kit on non-PE lesson days.
- Not equipped with student planner or required equipment.
- Not attending lessons as per the timetable, when in school.
- Repetitive lateness to lessons.
- Refusal to leave the clinic when asked by a member of staff.
- Repetitively losing the report card.
- Displaying general silliness.
- Chewing gum on campus.
- Littering.
- Disruptive behaviour.
- Unnecessary or inappropriate physical contact.
- Play fighting.
- Using bad language or swearing at others, children or adults.
- Disrespecting others, children or adults.
- Unnecessary or inappropriate social contact, e.g., fraternising with the opposite sex.
- Use of mobile phones on campus.

- Inappropriate use of social media, on site and beyond, affecting KBS members.
- Bullying.
- Prejudicial or racist behaviour.
- Aggressive or violent conduct.
- Being in an 'inappropriate' area of school without permission, e.g., a Secondary student in Primary.
- Defacing or damaging school property, or others' property.
- Smoking or vaping, or involvement in smoking/vaping incidents.
- Use of any form of banned or inappropriate substance.
- Behaviour that does not 'fit' the KBS student profile (see Appendices 1 and 3).

These behaviours must be addressed proactively and positively by every member of staff at KBS in a professional and appropriate way, in accordance with this policy. Although it would be impossible to give precise guidance on how to deal with each incident of poor behaviour, the consequences listed below are provided as a guide of how we might typically approach such behaviours, on a day-to-day basis.

Incidences of negative behaviour are dealt with on a case-by-case basis. It should be noted that although there is a clear step system applied to the sanctions, one significant incident or major event can result in more serious sanctions being applied. For example, behaviours which may require more serious consequences might be:

- Violent or dangerous behaviours.
- Inappropriate sexual behaviour.
- Smoking or abuse of substances.
- Persistent and continuous breaches of the behaviour policy, which have not been addressed by other means over time.

A permanent exclusion will only be used by the school as a **final and last resort** when all other means of behaviour modification have failed. This will be arrived at only after 3 formal warning letters, or one Final Warning Letter, have been issued. Sanctions are applied following thorough, transparent and fair investigations, during which students involved may be isolated. The school expects parents to trust the investigative process and respect the outcome. Sanctions are applied, as per the outcome of the investigation and in line with our Behaviour Policy, regardless of parents' personal perspectives, this includes Warning Letters issued. Refusing to sign a Warning Letter does not negate the Warning Letter. The Warning Letter is nonetheless considered issued and filed in the student's records.

In very rare circumstances, the school may move to an immediate permanent exclusion if the nature of the incident is very serious or criminal in nature. If the incident seriously threatened the safety or life of a member of the school community, for example, an attack with a weapon, then immediate permanent exclusion may be deemed appropriate. This may be also true if the incident was of a serious sexual nature or was considered criminal by the police.

#### Positive handling:

On occasions, some of our children display challenging behaviour that could put themselves, other children or staff at risk of harm or cause damage to school property. In these infrequent occasions trained staff might use their positive handling expertise to reduce risk.

Positive Handling covers the full range of de-escalation and positive behaviour management techniques employed by staff – from calm talking and other verbal and non-verbal methods, to guides and prompts to support a child in moving in the right direction or moving out of harm's way. Occasionally more restrictive physical interventions may become necessary, on these occasions staff may hold a child to support them through their challenging behaviour.

### Recording:

In instances where positive handling has taken place, all details must be recorded on CPOMs within 24 hours of the incident and signed by the teacher involved and the DSL. Parents will receive a full account of incident and a copy of the report. All staff involved in an incident should contribute to the record which should be completed before the colleague leaves site that day or, in the event that is not physically possible, at the latest within 24 hours of the event occurring.

### Appropriate consequences may include:

- Talking and explaining to the student the inappropriate nature of their actions in order to gain their understanding and cooperation.
- A verbal reprimand.
- One or a series of restorative sessions.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or extra event.
- Missing break time.
- Detention, including during break time or after school.
- Regular check-ins with Form Tutor/key adult.
- Scheduled uniform and other behaviour checks.
- Being placed “on report” for behaviour monitoring.

**Best Practice and Guidance for Dealing with Behaviour - Primary**

Behaviour levels	What are the types of behaviours?	Who is involved at this level?	Strategies/Consequences may include, based on recurrence of incidents:
<p><b>Step 1 - Reminder</b></p> <p><b>Low-Level negative choices</b></p> <p>All students may make a mistake. We are all human and when we make a mistake, it is an opportunity to learn valuable life skills.</p>	<p>Behaviours include but are not limited to:</p> <p><b>In any internal/external space in school</b></p> <ul style="list-style-type: none"> <li>• Low-level disruption</li> <li>• Talking at inappropriate times</li> <li>• Lack of motivation</li> <li>• Lack of attention and focus</li> <li>• Classwork not being attempted or completed to the expected standard</li> <li>• Deliberately failing to follow instructions</li> <li>• Throwing items in the classroom/around school</li> <li>• Not wearing the correct uniform</li> <li>• Unkind words used towards other students/staff</li> <li>• Teasing/taunting classmates</li> <li>• Minor disagreements in the classroom</li> </ul>	<p>Any adult dealing with student</p>	<ul style="list-style-type: none"> <li>• An extended pause</li> <li>• Eye Contact</li> <li>• Gentle reminder of expectations/3Rs and encouragement by Class Teacher</li> <li>• Reenforce positive behaviour through Recognition Chart</li> </ul> <p>This may then lead to:</p> <ul style="list-style-type: none"> <li>• Move student to another seat in the classroom</li> <li>• Verbal warning</li> </ul>
<p><b>Step 2</b></p> <p><b>Persistent Step 1 negative choices</b></p>	<p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Repetition of any low level behaviour</li> <li>• Disrespect shown towards students/staff</li> <li>• Damaging property</li> <li>• Verbal abuse towards students/staff</li> <li>• Continued lack of motivation</li> <li>• Constant chatting</li> <li>• Persistent attention seeking</li> <li>• Ongoing refusal to follow instructions</li> </ul>	<p>Class/Subject Teacher</p> <p>Lead Teacher</p>	<ul style="list-style-type: none"> <li>• Reminders as noted above</li> <li>• Outside classroom door discussion between teacher and student – final verbal warning</li> <li>• Student sent to Lead Teacher’s classroom to work</li> <li>• Restorative conversation upon return to classroom</li> <li>• Teacher reflection regarding any identified triggers/strategies being used</li> </ul>
<p><b>Step 3</b></p> <p><b>Persistent Step 2 negative choices /</b></p>	<p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Persistently repeated Step 2 behaviour build-up</li> <li>• Serious or repeated</li> </ul>	<p>Class Teacher / Subject Teacher</p> <p>Deputy Head of Key Stage</p>	<ul style="list-style-type: none"> <li>• 5 minutes loss of breaktime with restorative conversation within appropriate timeframe</li> <li>• Parents called by the Teacher and informed of behaviour</li> <li>• Home-School Agreement to be</li> </ul>

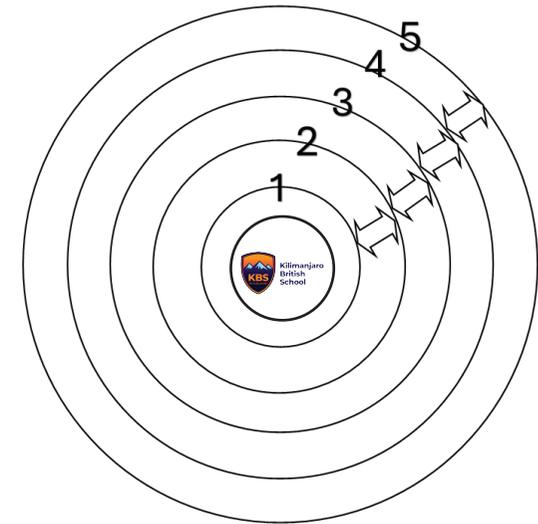
<p><b>“More” serious negative choices that may impact own and other’s safety</b></p>	<p>intimidation</p> <ul style="list-style-type: none"> <li>Deliberately damaging school/property of another student</li> <li>Physical abuse towards students – hitting/kicking</li> <li>Repeated verbal abuse towards a member of the school community</li> <li>Other continuous disruptive classroom behaviour</li> </ul>	<p>Parents</p>	<p>referenced during parent discussion</p> <ul style="list-style-type: none"> <li>Behaviour recorded on SIMS</li> <li>Deputy Head of Key Stage informed</li> <li>Depending on severity, Lead Teacher to meet/make contact with parents</li> <li>Teacher reflection regarding any identified triggers/strategies being used</li> </ul>
<p><b>Step 4</b></p> <p><b>Persistent Step 3 negative choices</b></p> <p><b>Serious and unsafe negative choices</b></p>	<p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>Persistently repeated Step 3 behaviours build-up (3 incidences in a day)</li> <li>Severe oppositional defiance</li> <li>Name calling, family insults, threats</li> <li>Allegations against students or staff</li> <li>Inappropriate language</li> <li>Accessing or sharing inappropriate material on device/platforms</li> <li>Theft</li> <li><b>Racist behaviour</b></li> <li><b>Discriminatory behaviour</b></li> <li><b>Serious bullying incident</b></li> <li><b>Physical aggression / assault / fighting, towards any student or adult in school</b></li> <li>Serious one-off incidents that are deemed to be completely unacceptable</li> </ul> <p>The school reserves the right to directly issue an internal suspension and Warning Letter for <b>behaviour choices in bold.</b></p>	<p>Class/Subject teacher</p> <p>Inclusion Team</p> <p>SPLT</p> <p>Pastoral Lead</p> <p>Parents</p>	<ul style="list-style-type: none"> <li>Any of the above</li> <li>Complete ‘Reflect and Reset’ form during break time</li> <li>Pastoral Lead and SPLT informed</li> <li>Parents called in for meeting by Deputy Head of Key Stage</li> <li>Behaviour recorded on SIMS</li> </ul> <p>Depending on severity of the Level 4 serious incident:</p> <ul style="list-style-type: none"> <li>Removal from environment to ensure H&amp;S of all</li> <li>Isolation during investigation</li> <li>Internal suspension as per direction of Head</li> <li>ABCI form initiated if appropriate – Pastoral Lead</li> <li>Structured behaviour plan may be put into place through Director of Inclusion</li> <li>Referrals may be made to external agencies (such as CAMHS or Mind for example)</li> <li>Warning Letter issued by SPLT</li> <li>Warning Letters stay in a student’s file for 3 full terms from date of issue</li> </ul>
<p><b>Step 5</b></p> <p><b>Negative choices too severe to remain in our school community</b></p>	<p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>Incidents related to severe physical altercations</li> <li>Any incidents that are deemed to endanger the health and safety of a student or adult</li> <li>Bringing the school into</li> </ul>	<p>Deputy Head of Key Stage</p> <p>Pastoral Lead</p> <p>Inclusion Team</p> <p>SPLT / SMT</p> <p>Parents</p>	<ul style="list-style-type: none"> <li>Any of the above</li> <li>External suspension (duration depending on the severity/ persistence of the incident) directed by Head</li> <li>Warning Letter issued + meeting with parents with Head of Primary</li> <li>If a 3<sup>rd</sup> Warning Letter needs to be issued within one academic year, this 3<sup>rd</sup> Warning Letter is a Final Warning Letter with a notice of non-re-</li> </ul>

	<p>disrepute</p> <ul style="list-style-type: none"><li>• The school reserves the right to categorise an offense as Step 5 depending on the specifics of the situation</li></ul>		<p>enrolment for the following academic year</p> <ul style="list-style-type: none"><li>• External fixed term exclusion</li><li>• The school reserves the right to directly issue a Final Warning Letter depending on the specifics of the situation</li></ul>
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## Best Practice and Guidance for Dealing with Behaviour / Consequences of Negative Choices – Secondary

### Foundations of a successful Behaviour Policy:

- A proactive and solution-focused approach.
- Strong relationship between Form Tutor, tutees and parents.
- Strong relationship between subject teacher, students and parents.
- Strong relationship between HOPs/HODs, students and parents.
- Positive, supportive and transparent communication between Form Tutor, subject teacher, HOD, HOP and home.
- A Form Tutor with a proactive approach, checking SIMS weekly for daily follow-up with tutees, supported by a HOP who provides weekly data reports.
- As a general rule of excellent practice, a phone call is the preferred method of communication, followed by a confirmation email to keep track and ensure clarity of communication.
- Quality-first teaching in all lessons.
- Embedded classroom routines.
- Effective and impactful classroom behaviour management practice.
- Threshold routine at all transitions.
- Extreme vigilance when on duty or navigating the campus, maintaining the same standards of behaviour management and a proactive/solution-focused approach.
- High visibility of HODs and HOPs in classrooms and corridors during lessons.
- High visibility of HODs in corridors and HOPs in outdoor areas, at transition times, especially at the end of breaks.
- Effective/consistent use of the MIS systems, inc. professional language (SIMS and CPOMS) (incidents with context, timeline, strategies pre- and post-incident, consequences, who the incident involved and whom it was reported to). From Level 2, all phone calls/meetings must be followed up by a confirmation email, stating the level of negative choice.
- An intentional attention given to students' positive change in attitude and progress from previous incidents.
- **A level of discretionary practice of the policy**



Best Practice and Guidance for Dealing with Behaviour

Behaviour levels	What are the types of behaviours?	Who is involved at this level?	Strategies/Consequences may include, based on recurrence of incidents:
<p><b>Level 1</b></p> <p><b>Low-Level negative choices</b></p> <p>All students may make a mistake. We are all human and when we make a mistake, it is an opportunity to learn valuable life skills.</p>	<p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Low-level disruption</li> <li>• Talking out of turn / off topic</li> <li>• Lack of motivation</li> <li>• Lack of attention and focus</li> <li>• Classwork not being attempted or completed to the expected standard</li> <li>• Homework not being submitted, not being attempted or completed to the expected standard</li> <li>• Deliberating failing to follow instructions</li> <li>• Lack of organisation</li> <li>• Throwing items in the classroom/around school</li> <li>• Not wearing correct uniform</li> <li>• Unkind words used towards other students/staff</li> <li>• Teasing classmates</li> <li>• Minor disagreements in the classroom</li> <li>• Lateness to lesson</li> </ul>	<p>Subject teacher (Form Tutor)  (Head of Department)  Parent</p>	<ul style="list-style-type: none"> <li>• High-quality teaching</li> <li>• High-quality classroom management</li> <li>• Discussion (repeated if necessary) with students involved, during lesson time or at breaks</li> <li>• Reflection time</li> <li>• Workstation for isolated work in class when focus needed</li> <li>• Additional work to complete at home or at break time</li> <li>• Discussion with HOD for advice</li> <li>• Restorative sessions. See Appendix 5 for sample questions</li> <li>• Log on SIMS all concerns (with context) and quality-first teaching strategies implemented</li> <li>• Concerns shared with Form Tutor as a point of information and for advice</li> <li>• Active monitoring by Form Tutor to support subject teacher's concern and ongoing discussion/follow-up at Tutor Time</li> <li>• Phone call to parents by subject teacher with the intention to share the concern in a supportive/constructive manner and request support from home</li> <li>• Trialling further and various strategies, in consultation with HOD</li> <li>• Subject support card (to teacher)</li> </ul>
<p><b>Level 2</b></p> <p><b>Persistent Level 1 negative choices</b></p>	<p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Chronic lack of motivation</li> <li>• Constant talking out of turn / off topic</li> <li>• Persistent attention seeking</li> <li>• Ongoing refusal to follow instructions</li> <li>• Name calling / taunting</li> <li>• Consistent lateness to lesson</li> </ul>	<p>Subject teacher (Form Tutor)  Head of Department  Parent</p>	<ul style="list-style-type: none"> <li>• All of the above</li> <li>• Good neighbouring within department/with HOD</li> <li>• Further liaison with Form Tutor to understand the bigger picture / active support/monitoring by Form Tutor at Tutor Time and to identify wider concerns</li> <li>• Phone call to parents by HOD</li> <li>• Subject support card (to HOD).</li> <li>• Log on SIMS all concerns (with context), quality-first teaching strategies implemented and consequences</li> </ul>

<p><b>Level 3</b></p> <p><b>Persistent Level 2 negative choices /</b></p> <p><b>“More” serious negative choices that may impact own and other’s safety</b></p>	<p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Persistently repeated Level 2 behaviour build-up</li> <li>• Disrespect shown towards students/staff</li> <li>• Damaging property (school’s or someone else’s)</li> <li>• Intentional misuse of home language (outside a ‘home language’ lesson)</li> <li>• Use of mobile phone on campus</li> <li>• Leaving supervised areas without permission</li> <li>• Refusal to leave the clinic when asked by a member of staff</li> <li>• Truancy</li> <li>• Other continuous disruptive classroom behaviour</li> <li>• Ongoing inability to transition responsibly between lessons</li> <li>• Loitering, inc. end of the day</li> </ul>	<p>Subject teacher</p> <p>Head of Department</p> <p>Form Tutor</p> <p>(Head of Progress)</p> <p>Parent</p>	<ul style="list-style-type: none"> <li>• Any of the above</li> <li>• Restorative sessions timetabled with subject teacher, including discussions on belief behind the behaviour, and mediated by HOD when necessary.</li> <li>• Confiscation of mobile phone until the end of the day, securely stored in the Secondary Office.</li> <li>• Subject teacher/HOD/Form Tutor meeting to discuss/ascertain next supportive steps</li> <li>• Phone call to parents by HOD and parent meeting with HOD</li> <li>• Subject support card (to HOD)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Phone call to parents by Form Tutor and parent meeting</li> <li>• Form Tutor support card</li> <li>• Increased academic/social/emotional support (HOD/Form Tutor/HOP)</li> <li>• Mentoring sessions with key adult to support social skills building</li> <li>• Mentoring support to staff involved, if needed</li> <li>• Home-School Agreement to be referenced during parent meeting</li> </ul>
<p><b>Level 4</b></p> <p><b>Persistent Level 3 negative choices /</b></p> <p><b>Chronic, serious and unsafe negative choices</b></p>	<p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Persistently repeated level 3 behaviours build-up (3 incidences)</li> <li>• Severe oppositional defiance</li> <li>• Family insults, threats</li> <li>• Allegations against students or staff</li> <li>• Inappropriate use of social media</li> <li>• Accessing or sharing inappropriate material on device/platforms</li> </ul>	<p>Subject teacher</p> <p>Head of Department</p> <p>Form Tutor</p> <p>Head of Progress</p> <p>Inclusion Team</p>	<ul style="list-style-type: none"> <li>• Any of the above</li> </ul> <p>Depending on severity of the Level 4 incident:</p> <ul style="list-style-type: none"> <li>• Removal from environment to ensure H&amp;S of all, and isolation to support return to self-regulation, followed by intentional re-entry and connection process after problem resolved</li> <li>• Isolation during investigation</li> <li>• Scaffolded interventions with follow-through</li> <li>• Intentional relationship with key adult, to focus on</li> </ul>

	<ul style="list-style-type: none"> <li>• Theft</li> <li>• Inappropriate language</li> <li>• <b>Racism</b></li> <li>• <b>Discriminatory behaviour</b></li> <li>• <b>Bullying, intimidation, taunting, control</b></li> <li>• <b>Physical aggression / assault / fighting, towards students or staff</b></li> <li>• Serious one-off incidents that are deemed to be completely unacceptable</li> </ul> <p>The school reserves the right to directly issue an internal suspension and Warning Letter for <b>behaviour choices</b> in bold.</p>	<p>SLT</p> <p>Parents</p>	<p>social skill building, self-regulation and encouragement</p> <ul style="list-style-type: none"> <li>• Involvement of Inclusion Team</li> <li>• Phone call to parents by HOP for a meeting</li> <li>• HOP support card</li> <li>• Individual Positive Behaviour Agreement Contract (log start and end date with progress), between HOP, student and parents</li> <li>• Liaison between HOP and SLT member(s)</li> <li>• Internal suspension (introduction to the day, classwork provided and restorative conversation at the end of the day with HOP or AHOs (depending on the severity of the Level 4 incident), duration depending on the severity/persistence of the incident) + Warning Letter issued + meeting with parents and HOP or AHOs before re-integration to class</li> <li>• Warning Letters stay in a student's file for 4 full terms</li> <li>• When a second Warning Letter is issued, the Academic Principal and Executive Principal will inform the school board and the Ministry of Education and Higher Education</li> </ul>
<p><b>Level 5</b></p> <p><b>Negative choices deemed too severe to remain in our school community</b></p>	<p>Behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Persistently repeated level 4 behaviours build-up (3 incidences)</li> <li>• Incidents related to illegal substances and dangerous materials (bringing to school, using at school, facilitating the use of, etc.)</li> <li>• Incidents related to severe physical altercations</li> <li>• Any incidents that are deemed to endanger the health and safety of the student and other students/staff</li> <li>• Bringing the school into disrepute</li> <li>• The school reserves the right to categorise an offense as Level 5 depending on the</li> </ul>	<p>Head of Progress</p> <p>SLT / SMT</p> <p>Parents</p>	<ul style="list-style-type: none"> <li>• Any of the above</li> <li>• Liaison with Academic Principal and Executive Principal</li> <li>• Referral may be made to outside counselling services (such as CAMHS or Mind for example)</li> <li>• External suspension (duration depending on the severity/ persistence of the incident, no classwork provided) + Final Warning Letter issued + meeting with parents and Asso HOS before re-integration to class</li> <li>• Alternative educational offer (educated off-site with work provided by teachers on Google Classroom/MS Teams)</li> <li>• If a 3<sup>rd</sup> Warning Letter needs to be issued within 4 terms, this 3<sup>rd</sup> Warning Letter is a Final Warning Letter</li> </ul>

	specifics of the situation		with a notice of non-re-enrolment for the following academic year <ul style="list-style-type: none"><li>• The school reserves the right to directly issue a Final Warning Letter depending on the specifics of the situation</li></ul>
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## Evaluation

This policy will be updated following consultation and agreement of any changes through working parties, and at the end of the academic year. Any changes to be clearly communicated to all teaching and learning teams.

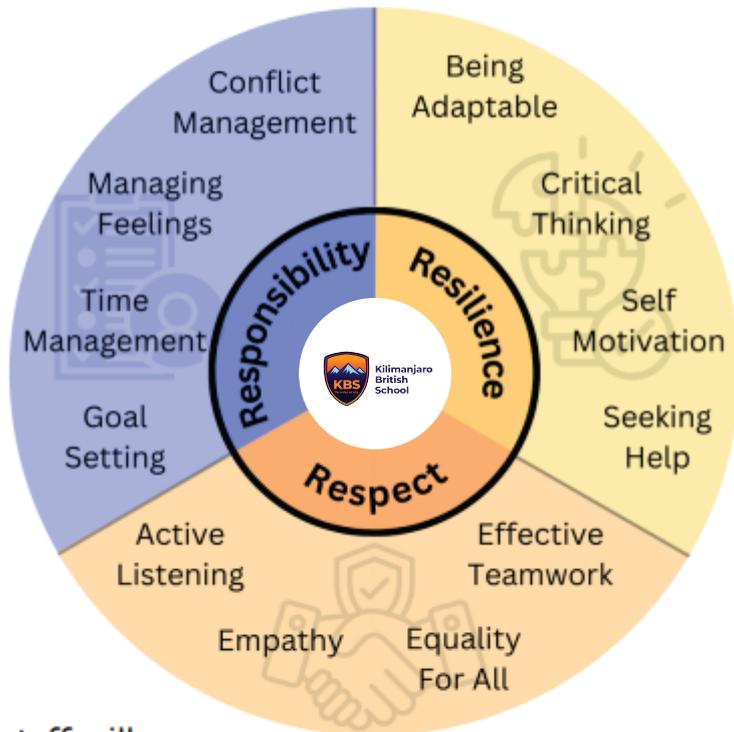
APPENDIX 1 – KBS Primary Learner Profile



# KBS Student Profile

As a KBS Pupil, I am expected to:

P	R	I	C	E
Think deeply about my behaviour and its consequences	Show positive behaviour and be a role model for my peers	Be aware of the impact my choices can have on learning and those around me	Challenge negative behaviour and report it to a teacher	Engage in my lessons and the wider school life



Everyday staff will:

Welcome students at the door

Remind students of high expectations

Focus on the positive behaviours

## **APPENDIX 2 - Primary - Systems and Rewards**

Rewards and celebrating success are important part of life within Kilimanjaro British School. Student's success both within and outside the classroom is rewarded. Rewarding students makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community. The Primary school uses Class Dojo as its chosen Behaviour management platform to reward positive behaviour and log individual student points across each week. There is a class Dojo board in all Primary classrooms.

At KBS, we praise and reward children for good behaviour in a variety of ways, examples of these are:

- Class Dojo points which transfer into House Points.
- Hot Chocolate with the Head.
- Headteacher note home.
- Academic Principal Award.
- Positive phone call home.
- Written comments on children's work.
- Words of praise and a certificate given out in 'Achievement Assembly' which promotes the 3 R's.
- A visit to a senior member of staff for praise and certificate
- Positive comments during Parents' Evenings and School reports.
- Medals and certificates awarded for extra-curricular competitions e.g., sporting events.

### **House Points**

Each child belongs to one of the six houses. The houses are named after key values. The houses are:

- Loyalty.
- Perseverance.
- Integrity.
- Collaboration.
- Aspiration.
- Diversity.

When students are awarded a class dojo point, this will automatically translate into a house point. Teachers can tailor their Dojo platform to further award points that are in line with whole class goals and behaviour skills that are explicitly taught each week. Examples may include, transitions between classrooms, working more collaboratively with peers etc. Class goals are displayed on recognition boards in Primary classrooms.

### **Duke Awards**

Students are provided with an opportunity to take part in an award to develop life skills. Over the course of the year, students just complete a minimum of 10 challenges which are then assessed by the Duke Leader. House points are given to all students who complete the challenge thoroughly. Upon the completion of the challenges, students are awarded with a special award for their participation, a badge and an exciting ceremony to celebrate their achievements.

### **Response and Recording**

All behaviour concerns are logged on SIMS; our school management system. For persistent behaviour, an ABCI behaviour record form is completed by the class teacher. A decision will be made by the Senior team if a positive behaviour plan is required which will be written by relevant staff and clearly communicated to parents.

There may be some students in the school who will require social and emotional support from our school psychologist/SEMH LSP. Teachers are expected to complete a referral in the first instance, which will be reviewed by the Senior Team who will decide if the student would benefit from 1:1/group intervention.



## **APPENDIX 4 – Secondary - Celebrations and Rewards**

As a school community, we believe that all our students deserve to be recognised and rewarded for their good behaviour and actions. KBS teachers take every opportunity to praise students and invite parents to share in their successes through positive phone calls or emails home.

For students who go above and beyond in expressing and promoting our school values, there are 7 main types of rewards.

### **(1) House points**

House points are understood as ‘merit’ points. They should be awarded to students (and recorded) for outstanding work, effort and behaviour, and when students consistently exemplify our KBS values and/or attributes of a KBS student.

House points are to be awarded one at a time: one per reason.

It is the responsibility of our teachers to exercise conscious professional judgement and ensure House points are awarded, when necessary, despite the business of our school days.

Please see the categories below, along with a description of the behaviour that would warrant the awarding of a House point:

- **Outstanding behaviour or attitude** - A stand-out or sustained level of behaviour or attitude beyond expectations, exemplifying one of our 6 KBS values or one of our KBS student attributes
- **Outstanding effort** - Effort which is clearly beyond expectations for that student
- **Outstanding work** - A single piece (or sustained level) of work over and above expectations
- **Global Citizen service** - A stand-out act (or sustained contribution) towards a worthy cause
- **School representation** - Sustained commitment to represent the school either locally or internationally
- **Enrichment** - Outstanding achievement in (or commitment to) an after-school activity
- **House contribution** - A single act (or sustained contribution) to any aspect of the House



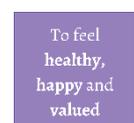
All House points should be recorded on SIMS by the awarding teacher, selecting the correct reason. The top 30 students with the most House points at the end of the term will be invited to a ‘Rewards Afternoon’ with their HOP.

### **(2) KBS values and KBS student attributes postcards**

Students who demonstrate one of the KBS values or KBS student attributes to an exceptionally high standard and consistently will receive a KBS postcard from their Form Tutor or subject teacher, to keep in their student portfolio as evidence of exceptional conduct or effort. This postcard is awarded after having consistently received corresponding House points.

### **(3) Subject certificates (celebrated within department and displayed on department boards)**

- **Subject Mastery Awards:** Recognise students who demonstrate exceptional understanding in specific subjects.
- **Academic Target Awards:** Recognise students



who achieve their end-of-year target early.

- *Any other Awards* as decided by subject departments.

#### **(4) Ethos certificates (awarded as and when relevant, and celebrated in the next assembly and displayed on Year Group boards and/or relevant themed boards)**

- *Extracurricular Activities (awarded by ECA and/or PE teachers):*

To take pleasure and enjoyment from learning

- Leadership Awards: Acknowledge students who demonstrate strong leadership skills in clubs, sports, or other activities.
- Club participation: Recognise students who actively engage in school clubs.
- Sportsmanship Award: Highlight students who exhibit excellent sportsmanship during sports events.

- *Community Service:*

To work together in order to learn better

To care for each other

To respect and treat everyone equally

- Community Impact Award: Recognise students for their positive contributions to the local community through volunteering.
- Service-Learning Recognition: reward students who excel in combining academic learning with serving the community (*this is beneficial for students doing the IA bronze/silver award*).

- *Creativity and Innovation:*

To feel healthy, happy and valued

To take pleasure and enjoyment from learning

- Arts and Creativity Awards: Acknowledge students who excel in visual arts, music, drama, or other creative pursuits (*awarded by Art and/or DT and/or ECA teacher*).
- Innovation Challenge: Encourage students to participate in problem-solving and innovation projects with a special award for outstanding ideas.

- *Reading and Literacy (awarded by the English department):*

To take pleasure and enjoyment from learning

To prepare everyone for life

To feel healthy, happy and valued

- Reading Achievement Awards: Recognise students who reach specific reading milestones or demonstrate a commitment to reading. *Form tutors to announce on DEAR days and display on Tutor Group board.*

- *Technology and STEAM (awarded by STEAM subject departments):*

To take pleasure and enjoyment from learning

To respect and treat everyone equally

- STEAM Achievement Awards: Highlight students who excel in science, technology, engineering, arts, and mathematics.

- *Positive Peer Influence:*

To work together in order to learn better

To care for each other

- Peer Mentor Awards: Recognise students who positively impact their peers through mentorship and support.
- Team Player Awards: Highlight students who collaborate well with others in group projects and activities.

- *Environmental Initiatives:*

To prepare everyone for life

To respect and treat everyone equally

- Eco-Friendly Awards: Reward students for their efforts in promoting eco-friendly practices and sustainability.

- *Global Citizenship:*

To work together in order to learn better

To care for each other

To respect and treat everyone equally

- Global citizen Awards: Recognise students who have gone above and beyond in their engagement with global issues to make a positive impact in or beyond their community.

- **Intercultural learning award**

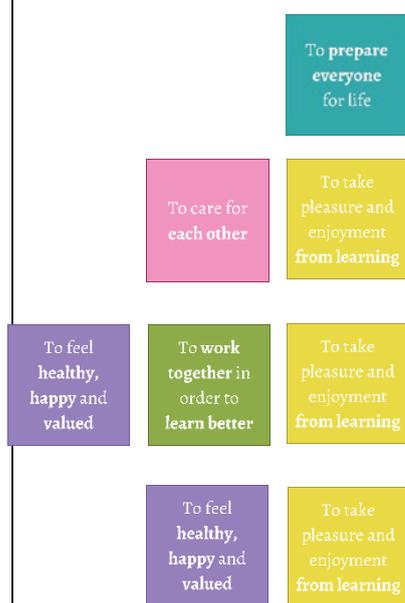


- Intercultural learning Awards: Recognise students for their efforts in learning about and embodying a different culture to the one in which they were raised. For instance, this could be awarded to non-British students for their engagement with British culture, or to British students for learning about and engaging with other cultures.

Those certificates rely on Form Tutors, subject teachers, HODs and HOPs to recognise those students deserving of a certificate, and to proactively award one. Some certificates are more specific and the team in charge of awarding them has been added in blue. The awarding member of staff is to adapt the certificate template to customise it to the exact reason to celebrate and forward it to the HOP to be awarded in the next assembly.

### **(5) Termly certificates (celebrated in assembly)**

Once a term, teachers will nominate students for an RGS Achievement Certificate, delivered in celebratory assemblies, to congratulate and recognise specific achievement during the term. Students who receive an Achievement Certificate will be awarded 15 House points and entered in the end-of-term draw.



- **100% Attendance & Punctuality certificate** = this is awarded to students who have come to school on time, have attended all lessons on time, and stayed at school for the whole day, every day (prepared by Ms. Rima).
- **Outstanding conduct certificate** = this is awarded to students who have not received an entry on SIMS for a negative behaviour choice (list submitted by HOP and certificates prepared by Dania).
- **Endeavour certificate** = this is awarded to 2 students per year group per subject, irrespective of gender, selected by the department team, to recognise exceptional effort. A reason for this certificate is mentioned on the certificate (selected by department teams and prepared by Ms. Dania).
- **Achievement certificate** = this is awarded to 2 students per year group per subject, irrespective of gender, selected by the department team, to recognise exceptional achievement (selected by department teams and prepared by Ms. Dania).

### **(6) Student of the Year Award (celebrated in EOY assembly, on social media, and invited to a breakfast with the Head of School)**

This is a prestigious award for one outstanding student per year group, who has consistently embodied the school's values. Students are nominated by the pastoral team and academic teachers, and the final decision is made by the HOP.

### **(7) End-of-year Rewards Trip (criteria announced by HOPs at the beginning of the year)**

This is a 'fun' trip organised by HOPs for those students who have displayed excellent conduct throughout the year (less than 5 logs of negative behaviour choices – not including any Level 3 and above incidents) and maintained 95% and more attendance and punctuality. Criteria are announced by the HOPs at the beginning of the academic year but may be reviewed to be more generous at the end of the academic year, in recognition of exceptional individual progress.

### **Celebrating and sharing success**

With students	With parents
Tutor Time and display board Subject department display board. Year group display board Year group assembly Key Stage assembly Termly Rewards Afternoons EOY Rewards Trip	Individual emails / phone calls Parent-Teacher Meetings Social media pages*

\*Subject certificates are to be celebrated on social media by the subject department. Termly certificates are to be celebrated on social media by the HOP. Ethos certificates are to be celebrated on social media by the staff member awarding that certificate. Student of the Year Awards are celebrated on social media by the Head of School. EOY Rewards Trip are celebrated on social media by the HOP. Fixtures / tournaments / any other trips or events are recognised on social media by the Trip/Event Leader.

### **Notes**

Subject departments and HOPs may choose to plan additional challenges / activities, which may lead to additional rewards. For example, a HOP might recognise the need for a month of '0 negative behaviour choice' challenge, leading to a rewards breakfast.

### **APPENDIX 5 – Example of restorative session questions**

- In your own words, what happened?
- What were you thinking at the time?
- How did you feel?
- What effect do you think your actions have caused?
- How would feel if that had happened to you?
- How do you think their parent will feel when they find out what has happened?
- How will your parents feel knowing what you have done?
- If this had happened to a family member how would you feel?
- What do you think you could have done differently?
- What can you do now to make the situation right?

## **APPENDIX 6 – Guidance from the MoEHE**

### General Rules and Principles

To build students' behaviour systems in private schools  
November 2016

#### **Table of Contents**

- 1- Introduction
- 2- Main Ethics
- 3- Concepts and terminologies
- 4- Main objectives
- 5- Roles and responsibilities
- 6- Following private schools and kindergartens systems
- 7- General guidelines

#### **Main Ethics**

- Self-respect
- Fairness and equality
- Commitment
- Integrity and loyalty
- Cooperation
- Transparency
- Respecting others
- Responsibility

#### **Concepts and Terminologies**

1. Behaviour: Every word or act, verbal or physical, explicit or implicit during his interaction with school associates and school environment in different situations.
2. Positive behaviour: Desired behaviour that leave a positive impact in the school environment, which is derived from the customs and traditions of the community.
3. Negative behaviour: Undesired behaviour that contradicts the standards in the school environment, which is derived from the customs and traditions of the community.

#### **Main Objectives**

1. To offer a safe school environment, without violence or anything that interrupts the achievement of learning objectives; this environment allows students, administration and teaching staff to perform their roles effectively and according to the parents' expectations.

2. To promote students' positive behaviour and participate in avoiding behavioural issues or spreading negative behaviour in the school campus.
3. To offer educational guidance and directive methods on the methods to deal with students' behaviour and avoid using any mental or physical mistreatment.
4. To inform students and parents about the school rules and regulations and their importance.
5. To support the students and help them to discover their needs and preferences; guide them to reach positive behaviour and everything that may affect positively the development of their mentalabilities.
6. To develop the value of mutual respect between the students, parents, teachers and all the school associates.
7. To unify procedures and implement them in schools according to the concepts of equality and fairness between the students, which increase the parents' trust for the school.
8. To set fundamentals and rules based on accurate educational standards; this will allow schools to draw upon them their own student behaviour policies.
9. To maintain the ethics and morals of the society and adhere to the culture, customs and traditions of the society, allowing the students to follow and practise them correctly.
10. To put the public interest before the personal interest.
11. To Reinforce and support allegiance and loyalty in the society.

#### **Roles and Responsibilities Parents**

- To be familiar with the characteristics of the learning environment, curricula and outputs of private schools.
- To choose the appropriate private school according to his aspirations and the abilities of the student.
- To be aware of the rules and regulations in the private school before choosing it so he can know the education system that this school uses.
- To check the rules and regulation of the private school, particularly the behaviour system and to know completely the right and duties of the student and the parents.
- The parent should participate positively in the school and identify all the communication means between the school and the parent so both will be completely aware of his behaviour.
- To know the tasks and responsibilities and the communication means with the school, which will solve some or all of the problems.
- To participate in the seminars, guiding lectures and celebrations of the private school, which will contribute, to the cooperation of all parties.
- To provide the school with the correct health and official documents for the students, and to reveal educationally about their behaviour in the house.
- Parents should use the proper educational and guiding method(s) to socialize their children.
- To communicate with the private school about their children and what problems could affect their achievement level.
- The parent should cooperate with the private school in planning and implementing preventive and remedial programs related to academic and behaviour issues.
- Provide the student with the basic needs (health-food-financial-take care of his look) and a secure environment.

- To communicate with the private school's department in the Ministry of Education and Higher Education when the private school does not follow its declared regulations, after using all the means of communication with this private school
- Take his responsibilities towards his children in case he did not cooperate or respond to the private school, which will lead to deprive his children temporary or completely from the school services, according to the regulations of the private school.

#### **The private school or kindergarten**

- The private school should provide an appropriate learning environment.
- The private school should clarify the transparency of the systems, regulations and the mechanism used to follow up the student behaviour.
- The private school should set a clear behaviour system and declare it to the students and parents, which will ensure the rights of everyone.
- The private school should set a clear mechanism to include parents in setting and taking the decisions related to behaviour.
- The private school is responsible for setting a clear system to identify behaviour issues, and include the solving ways to ensure the authenticity of the education system in the school.
- To set individual remedial plans for behaviour cases and follow up their implementation in collaboration with parents to ensure their success.
- Counselling the student about positive behaviour and reinforce it, and about the effect and punishments of negative behaviour.
- Treat the students in a good way, taking into consideration influences and students' circumstances (social- economic- moral- family).
- Invest in students' potentials in a scientific way to limit behaviour issues.
- Anticipate behaviour issues and try to solve them quickly.
- Prepare remedial programs for students with behaviour issues and help them to overcome their undesired behaviours and reinforce their behaviour with positive alternatives.
- Encourage mutual communication methods between students and private schools' staff and boost communication and mutual respect spirit as long as good relations between all parties.
- Provide the required essentials to achieve an effective and purposeful learning environment (premises – equipment- means – tools- services).
- Benefit from the influencing teachers in the school to participate in planning and implementing the programs that influence students' behaviour and treat their issues.
- Benefit from the civil society institutions to participate in studying the appropriate methods to avoid behaviour issues before expanding among other students, and contribute in setting different methods to treat these issues, in addition to investing their abilities in holding awareness seminars and lectures.
- Take the proper actions in case the parent didn't abide by the rules and regulations of the private school.
- Write reports and should not make a final decision to exclude a student completely without returning to the Ministry of Education and Higher Education.
- The school is committed to include the students' behaviour rules in the school's policies and provide them to parents.
- The private school should record all the student's behaviour violations and parents' complaints statistically and qualitatively.

### **Approval for the regulations of private schools and kindergartens**

The Private schools commits to present their own students' behaviour rules and regulations to the private school's department in the Ministry of Education and Higher Education in Arabic language before the end of May 2017 as a maximum deadline; taking into consideration this document and the circular issued by the private school's office number (16) of 2016 (the guiding manual to set the policy of behaviour and discipline in private schools) specially to clarify the following:

- Procedures and arrangement set to inform parents about the rule and regulation of students' behaviour in the school.
- Procedures and measures set to include parents in developing students' behaviour system in the private school.
- Specify the behaviour cases that require depriving from lesson attendance or temporary and final exclusion.
- Standards and regulations related to deciding a financial fine.
- Arrangements related to the mechanism set to receive a parents' complaint and follow up in order to solve it or at least to respond.

**Note: In case the private schools and kindergartens didn't get the approval of the Ministry for their behaviour rules and regulations, they should implement the students' behaviour policy of independent schools.**

### **General Guidelines**

- Inform the parent officially about the rules and regulations of behaviour applied in the private school.
- The private school should record all behaviour violations and the disciplinary actions taken, and recourse to the Ministry of Education and Higher Education if needed.
- The private school should observe the student's characteristics and the age group when setting the private school regulation.
- The private school should maintain confidentiality and privacy when studying a behaviour case and students' data.
- The private school should maintain fairness and justice when dealing with all students' categories in the school, taking into consideration individual variations between students in addition to the circumstances and condition of the mistake and the recurrences.
- The private school should issue the behaviour rules and regulations in Arabic language in addition to other language according to the private school system.
- When the private schools apply the internal suspension, they should choose the proper place and specify the type of activities that the student will practise during the internal suspension; the student should be followed up academically during the internal suspension.

The private schools should also take into consideration that the total number of lessons and days for suspension should not exceed 15 days in an academic year, if not, then the private school should put the student's case to the Ministry of Education and Higher Education mentioning the procedures applied, their effects on the student's behaviour and the related recommendations.

**Behaviour and discipline in schools - Advice for headteachers and school staff February 2024 (from England)**

**About this guidance**

This publication provides advice to schools on behaviour in schools and the related legal duties of headteachers, and members of staff. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour.

This non-statutory guidance should not be taken as a complete or definitive statement of the law nor as a substitute for the relevant legislation. Legal advice should be sought as appropriate.

It is for individual schools to develop their own best practice for managing behaviour. The purpose of the document is to provide guidance to schools and multi-academy trusts to support them to improve and maintain high standards of behaviour. Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.

**The terms “must” and “should” are used throughout the guidance. Where the text uses the word “must”, the person in question is legally required to do something.**

**Where the text uses the word ‘parent’, it should be read as inclusive of carers and any other person with parental responsibility.**

**Expiry or review date**

This guidance will be kept under review and updated as necessary.

**Who is this publication for?**

This guidance is for:

- school leaders, school staff, governing bodies, trust boards and proprietors in all maintained schools, academies and free schools and independent schools in England;
- local authorities;
- for the purposes of this advice, references to “maintained school” means a community, foundation or voluntary school, community or foundation special school, and maintained nursery school. It also means Pupil Referral Units and non-maintained special schools; and
- for the purpose of this advice, references to “academy” means academy schools (including mainstream and special free schools) and alternative provision academies (including alternative provision free schools).

**Introduction**

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.

Many schools successfully create environments in which behaviour is good and pupils can learn and feel safe. Some schools need to improve their approach to behaviour and even successful schools need to be continually working to maintain high standards of behaviour.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, this guidance outlines different responses to behaviour that schools can use, including sanctions and pastoral approaches.

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. This guidance provides advice on interventions and approaches schools may wish to take to prevent the recurrence of misbehaviour. In serious instances, a pupil may need to be suspended or excluded and schools should read the Department's specific guidance on [suspension and permanent exclusion](#) to ensure that they use these interventions appropriately.

### **Creating and maintaining high standards of behaviour**

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools' circumstances will vary but every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption. Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community. The behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers. It is equally important that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.

All headteachers should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school's approach to behaviour meets the following national minimum expectation:<sup>2</sup>

1. the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
2. school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
3. measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
4. pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
5. all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
6. any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

For all schools, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. The behaviour policy should be aligned with the school's legal duties and standards relating to the welfare of children. All staff should be aware of the measures outlined in the school's behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of [Keeping children safe in education](#) (KCSIE).

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.

Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

### Developing a school behaviour policy

A school's culture and values are manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone. The school's behaviour policy should provide details on how staff will support pupils to meet these expectations.

The headteacher of a maintained school must determine measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.<sup>4</sup>

The headteacher of a maintained school must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school. This is a core responsibility of a headteacher. It cannot be delegated. Detailed advice for governors is available in [Behaviour and discipline in schools: Guidance for governing bodies](#).

The proprietor of an academy or independent school must ensure that a written policy to promote good behaviour among pupils is drawn up and implemented effectively. The behaviour policy must also set out the disciplinary sanctions. The proprietor must also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying is prevented, as far as is reasonably practicable.

A behaviour policy should include detail on the following:

1. **purpose** – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
2. **leadership and management** – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
3. **school systems and social norms** – including rules, routines, and consequence systems;
4. **staff induction, development and support** – including regular training for staff on behaviour;
5. **pupil transition** – including induction and re-induction into behaviour systems, rules, and routines;
6. **pupil support** – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
7. **child-on-child abuse** – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
8. **banned items** – a list of items which are banned by the school and for which a search can be made.
9. **mobile phones** – a clear approach prohibiting the use of mobile phones in school throughout the school day

The school behaviour policy should adhere to the following principles:

1. **accessible and easily understood**: clear and easily understood by pupils, staff and parents;
2. **aligned and coherent**: aligned to other key policy documents;
3. **inclusive**: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;

4. **consistent and detailed:** have sufficient detail to ensure meaningful and consistent implementation by all members; and
5. **supportive:** address how pupils will be supported to meet high standards of behaviour.

### **Communicating the behaviour policy**

Communicating the school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

For maintained schools, the headteacher must publicise the school behaviour policy in writing to parents, staff, and pupils at least once a year. The school's behaviour policy must also be published on the school website. Where the school does not have a

website, the governing body must make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Academies and independent schools should publish details of the school's behaviour policy.

### **A whole-school approach to behaviour**

Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school's approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect.

The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

### **The school behaviour curriculum**

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, 'pupils are expected to line up quietly outside a classroom. A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school.

Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure

all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section '[Behaviour expectations and pupils with Special Educational Needs and/or Disability \(SEND\)](#)'. Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

### **The role of school leaders**

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Schools should consider aligning this training with the new [Initial Teacher Training \(ITT\) Core Content Framework](#) and the [Early Career Framework \(ECF\)](#) together with the reformed suite of [National Professional Qualifications](#).

The National Professional Qualification in Leading Behaviour and Culture (NPQLBC) is available for primary and secondary school teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing in their school. The NPQLBC provides essential knowledge, skills and concepts that underpin successful leadership of behaviour and culture. All teachers and school leaders in state-funded schools, as well as state-funded 16-19 organisations, are now eligible to undertake NPQs funded by the Department for Education.

Schools will also wish to ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation, and even design, of behaviour policies – making links to whole school approaches to mental health and wellbeing as set out in the [Mental health and behaviour in schools guidance](#).

### **The role of teachers and staff**

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

### **The role of pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation,

improvement and implementation of the behaviour policy. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.

Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

### **The role of parents**

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

### **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

### Responding to behaviour

Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

### Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity.

### Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include: **deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

1. **protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
2. **improvement**: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

### Acceptable forms of sanction

The behaviour policy should include a range of possible sanctions clearly communicated to and understood by pupils, staff, and parents.

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention (see [‘Detentions’](#));
- school based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. The school should be clear about its approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in [Part 1 of Keeping children safe in education](#), school staff should follow the school’s child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil’s personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If a pupil in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires (see [‘Responding to the behaviour of pupils with SEND’](#)).

### **What the law allows**

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil’s misbehaviour occurs outside of school (see [‘Behaviour outside of school premises’](#)).

A sanction will be lawful if it satisfies the following three conditions:

1. The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
2. The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
3. It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

### **Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)**

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the [Equality Act 2010 and schools guidance](#).

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

In 2018 an Upper Tribunal judgment found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. As is explained above, this does not necessarily mean that a disabled child will be exempt from sanction.

### **Supporting pupils following a sanction**

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate (see ['Initial intervention following behavioural incidents'](#)).

Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

### **Detentions**

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

### **What the law allows**

Teachers have authority to issue detention to pupils, including same-day detentions.

A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.

A detention outside normal school hours will be lawful if it meets the following conditions:

- the conditions outlined in 'Matters schools should consider when imposing detentions';
- the pupil is under 18 (unless the detention is during lunch break);
- the headteacher has communicated to pupils and parents that detentions outside school sessions may be used; and
- the detention is held at any of the following times:
  1. any school day where the pupil does not have permission to be absent;
  2. weekends during term - except a weekend during, preceding or following the half term break; or
  3. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

The headteacher can decide which members of staff can issue detentions. For example, a headteacher could limit the power to heads of year or heads of department only, or they could decide that all members of staff, including support staff, can impose detentions. This should be laid out clearly in the behaviour policy and communicated clearly to all pupils, parents, and staff.

### **Matters schools should consider when imposing detentions**

Parental consent is not required for detentions that satisfy the conditions mentioned in 'What the law allows'.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

### **The use of reasonable force**

Detailed advice is available in [Use of Reasonable Force – advice for school leaders, staff and governing bodies](#). Headteachers and all school staff should read this guidance.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

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

### **Searching, screening and confiscation**

Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#). Headteachers and school staff should read this guidance.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

### **Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (see '[What the law allows](#)' and '[Responding to the behaviour of pupils with Special Educational Needs and/or Disability \(SEND\)](#)').

Removal should be used for the following reasons:

- a. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c. to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

### **Governance of removal**

Headteachers should:

1. make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour;
2. maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy;
3. make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;

4. outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;
5. ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
6. design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Schools should collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Schools should make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches (see [‘Initial intervention’](#)), a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

Separately, schools should analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics (see [‘Monitoring and evaluating school behaviour’](#)). When dealing with individual removal cases, headteachers and teachers should:

1. consider whether any assessment of underlying factors of disruptive behaviour is needed;
2. facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
3. ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
4. ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
5. if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community. Staff supervising areas used for removal should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

### **Suspension and permanent exclusion**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

We are clear that we trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section ‘Reasons and recording exclusions’ within the [‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance’](#).

### **Managed moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil’s behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil’s best interests.

## **Behaviour outside of school premises**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils (see '[Suspected criminal behaviour](#)'). Schools should collaborate with local authorities to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

## **Preventing recurrence of misbehaviour**

### **Initial intervention following behavioural incidents**

Schools should adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Schools should have a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions schools can consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- pupil support units (see below); and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment

such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance [Working together to safeguard children](#)).

## **Pupil support units**

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- i. as a planned intervention for behavioural or pastoral reasons
- ii. as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit should be aligned to the culture of the whole school and compatible with the school's behaviour policy.

Most pupil support units are established solely to accommodate pupils from the school in which they are located, whilst some units, often termed 'in-school Alternative Provision (AP) units', are established to accommodate pupils from other schools as well. The placement of pupils from the local authority or a separate school into a unit is a form of alternative provision and those arranging and providing the placement must adhere to their legal duties, which are set out in legislation and summarised in the [alternative provision statutory guidance](#). When a placement is commissioned by another school, the pupils must be admitted in accordance with the 'host' school's published admissions arrangements and registered as a pupil at the 'host' school in accordance with the Education (Pupil Registration) (England) Regulations 2006. The pupil should remain dual-registered at the referring school.

All staff should ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.

Where a pupil has an Education, Health and Care (EHC) plan, the relevant statutory duties on the referring school and local authority will also continue to apply. The referring school should, where possible, contact the relevant authority at an early stage if it is contemplating a placement for a pupil with an EHC plan in a pupil support unit that is in another school. If the referring school wants to place a pupil with a plan in a unit that is in another school, the local authority will need to follow the statutory procedures for amending the setting on the plan.

When developing a pupil support unit, schools should consider:

- a. referring pupils based on their needs, including sharing information on previous behaviour incidents with multi-agency partners if appropriate and consulting with parents on the pupil support unit placement;
- b. delivering a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the school's curriculum, and supports reintegration. The curriculum can be personalised to address specific support needs individual pupils may have;
- c. maintaining a positive, visible presence from school leaders to make the pupil support unit an integral part of the school;
- d. deploying staff with the appropriate skills set to the pupil support unit so pupils can be supported with their behaviour and learning needs to ensure effective impact and progress;
- e. reviewing reintegration plans at regular intervals; and
- f. actively involving pupils and parents in reintegration discussions.

Home schools should actively monitor the progress of all pupils in pupil support units, including those attending a unit at a different school.

Home schools should consider the distance and transport to the host unit when a pupil is attending a pupil support unit in a different school to the home school. This may involve collaborating with the local authority when the pupil is eligible for free home-to-school travel.

## **Reintegration**

Schools should have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

### **Monitoring and evaluating school behaviour**

Schools are encouraged to have strong and effective systems for data capture, including all components of the behaviour culture. This should be monitored and objectively analysed regularly by skilled staff. Schools should have a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately.

Schools are encouraged to collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

### **Guidance on specific behaviour issues**

#### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\)](#) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Schools should refer to the [Respectful School Communities toolkit](#) for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Schools should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing (see ['Suspected criminal behaviour'](#)).

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of [KCSIE](#) provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless

of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance below on suspected criminal behaviour.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in [Keeping children safe in education](#). The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Mobile phones**

All schools should develop and implement a policy that creates a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology with similar functionality to mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. Schools should refer to the department's guidance on [mobile phones in schools](#) when deciding on its own mobile phone policy.

The policy should reflect the school's individual context and needs and should make clear what rules pupils need to follow, what the consequences will be for breaching these rules, the role of staff in implementing the policy, and how reasonable adjustments and adaptations can be made for specific pupils who need them. Simple and clear rules which are easy to follow help pupils meet the expected behaviours and make it easy for all staff to consistently enforce the school's policy. Schools have legal duties to support pupils with medical conditions and to take reasonable steps to avoid disadvantage to a disabled pupil caused by the school's policies or practices on mobile phones. Schools should assess each case for adjustments or adaptations on its own merits.

### **Suspected criminal behaviour**

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial

assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.<sup>35</sup>

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in [Keeping children safe in education \(KCSIE\)](#), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Reports of child-on-child sexual violence and abuse can be especially difficult to manage and [Part 5 of KCSIE](#) provides guidance.

## APPENDIX 8 - Whole School Home/KBS Agreement

### Whole-School Home/KBS Agreement



**Kilimanjaro  
British  
School**

#### KBS– the school will:

- Provide a safe, caring and stimulating environment for every student.
- Ensure that students achieve their potential and beyond as valued members of the KBS community.
- Provide a broad and balanced curriculum to meet the students' needs.
- Encourage students to achieve high standards of work and behaviour and develop a sense of responsibility.
- Promote a wide range of extra-curricular activities.
- Keep students and parents informed about KBS and student progress.
- Provide a clear set of rules for all to ensure the smooth running of the school.
- Adhere to all KBS Policies.

#### Student – the student will:

- Attend KBS full time, arrive to school promptly to start learning at 06:50, stay for the duration of the school day be on time for all lessons during the day.
- Bring all the equipment needed every day and have a bag to keep it safely.
- Wear the correct KBS uniform or PE kit on PE lesson days, and be tidy in appearance.
- Complete all classwork and homework to the best of his/her ability.
- Be polite and courteous, show self-respect and respect for others, use appropriate language and follow the directions of their teachers.
- Be a role model, promote good behaviour in KBS, and when representing KBS, at all times.
- Respect the feelings, beliefs and property of others, children and adults, at KBS.
- Help to keep KBS free from litter, graffiti and vandalism.
- Attend their chosen after-school activity on time and remain for the duration of the activity.
- Leave the school promptly at 12:55 (Primary School) / 13:10 (Secondary School), or attend promptly at 13:05 (Primary School) / 13:15 (Secondary School) after-school activities they registered to, or wait in the designated waiting area, and not return to the school site after leaving the campus at the end of the day.
- Keep their mobile phone on silent and in their bag, and understand that phones are confiscated if heard or seen.
- Abide by all KBS Policies and Rules, and enquire about them if unsure.

#### Parents/Guardians – the parents/guardians will:

- Ensure that their child attends KBS full time for a minimum of 95%, arrives at school early enough to be ready to start their learning at 06:50, and has the correct equipment, including a water bottle.
- Inform the school by 07:15 if their son / daughter will not be in attendance.
- Provide notes for absence and medical notes, where appropriate.
- Ensure the school always has the correct emergency contact information.
- Download the SIMS Parent App and use it actively.
- Download Class Dojo (Primary School only).
- Inform KBS of any medical concerns or problems that may affect their child's work, behaviour or attendance.
- Stay aware of, and support all KBS Policies and Rules.
- Respond to phone calls and emails, attend parent-teacher meetings and other meetings about their child's progress.
- Sign the student planner every week (Secondary School, Years 7-11).
- Collect their child promptly at the end of the school day (12:35 in EYFS, 12:55 in Primary School and 13:10 in Secondary School) or after their registered activity (Primary/Secondary Schools only), wearing their ID badge.
- Inform the school, with 4 weeks' notice, if they wish to withdraw their child from KBS.

