



KNIGHTSBRIDGE SCHOOL

Behaviour and Discipline Policy

This policy was prepared with reference to guidance: DfE Guidance Behaviour and Discipline in Schools (2016) and Equality Act 2010, and Keeping Children Safe in Education (2021). The school recognises its duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of pupils.

This Behaviour and Discipline Policy is made available to all parents of pupils via the parent portal, on the school website and, on request, in writing from the school office. This policy applies to the whole school, including the EYFS. The Head of EYFS, is responsible for behaviour management in the EYFS. It should be read in conjunction with the *Anti-Bullying Policy, Peer-on-Peer Abuse Policy* and the *Safeguarding: Child Protection Policy*.

1 Introduction

1.1 At Knightsbridge School, staff, parents and pupils work together to create a happy, secure and stimulating learning environment which reflects the KS Code, promoting self-discipline, social awareness and high standards of behaviour.

1.2 Our policy provides equality of access and opportunity for all pupils to respond to all areas of school life to the best of their abilities, with understanding and acceptance of individual differences and respect for all in line with British values.

1.3 Our guiding principle, through the KS Code, is to help our children to gain in self-confidence, self-esteem and motivation in order to prepare themselves to participate fully in the next stages of their education and adult life, with a focus on the positive, through praise and encouragement, rather than the negative.

1.4 Discipline and good order are essential for successful learning. Naturally, some of this intervention and support, however, the best discipline is self-discipline.

1.5 Pre-emptive pastoral care, clear expectations, good organisation and assertive behaviour management should reduce problems, but when they occur, a clear consistent and effective response is needed. It is recognised that there will be variations in staff acceptance and tolerance of children's behaviour in class depending on the nature and content of the lessons, and age and stage of children. However, the priority of reinforcing good behaviour over admonishing bad is a consistent policy

throughout the school. Through regular discussions at meetings, the school endeavours to ensure that members of staff apply all standards consistently and fairly.

2 Aims

2.1 We aim for the behaviour and discipline policy to promote good behaviour throughout the school and ensure that it is closely linked to the KS Code so that all children will:

- be tolerant and understanding of the feelings and needs of others;
- develop a responsible and independent attitude towards their roles in the community and to be accountable for their actions inside and outside the school;
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour;
- contribute to a safe environment where all can be listened to and treated fairly;
- be able to know and understand what is expected of them inside and outside of their learning environment;
- understand that bullying is unacceptable;
- teach pupils that actions and choices have consequences;
- allow pupils to develop and demonstrate positive abilities and attitudes;
- foster self-discipline and pride of performance and conduct through praise and reward;
- enable all staff to be consistent in their approach to behaviour management whilst allowing them to use their professional discretion;
- involve parents in the life of the school including children's behaviour;
- develop greater independence supported by staff and clear guidance and expectations;
- be able to learn and achieve safely and happily.

3 KS Code

- I will remember to walk fast and not to run.
- I will remember to treat others as I would like to be treated myself.
- If I have any worries, I will talk to an adult I trust.
- I will remember that giving and sharing are the best feelings in the world.
- I will try not to let others feel lonely.
- I will try to always be fair and honest and to seek to forgive.
- I will remember how lucky I am and to do my best at everything.
- I will say nothing that will be hurtful to others.
- I will respect others and their possessions.
- I will try to do something creative every day.
- I will remember to strive for a healthy body and a healthy mind at all times.
- I will remember to recycle, reduce and reuse.

4 Strategies

4.1 All members of the school must agree with the expectations of behaviour. All members of staff are made aware of bullying, including peer-on-peer abuse and behaviour management through staff induction, INSET and regular discussions at staff meetings.

4.2 An effective school behaviour policy requires close partnership between parents, staff and children, so parents should receive a clear explanation of the schools' ethos before they choose the school, and a description of the schools behaviour and discipline policy at the curriculum evenings at the beginning of each academic year.

4.3 Parents can assist in these aims by:

- discussing the KS Code with their child, emphasising their support of the statements and assisting with their enforcement through role modelling;
- attending parents' evenings, parents' functions and by developing good relations with school;
- knowing that learning and teaching cannot take place without sound discipline;
- remembering that staff deal with behaviour problems patiently and positively;
- recognising that school is a place where mistakes can be, and are, made and that children should increasingly take responsibility for their own actions as they develop;
- supporting the school in upholding high standards of behaviour and discipline.

4.4 Pupils are made aware that home and school are working in partnership in order to foster and promote good discipline, teachers:

- actively look for the positive;
- praise, give positive feedback and reward good behaviour;
- reinforce examples of correct behaviour wherever noted - in the children themselves, in books, in related incidents (news), through drama;
- provide clear, consistent expectations of behaviour.
- raise awareness of bullying including peer-on-peer abuse and what constitutes a low level concern and inappropriate sexual behaviour (name calling, touching, groping, misogyny).

4.5 The life skills programme and regular structured form time are used to promote positive behaviour. In the EYFS, there is a focus on Personal, Social and Emotional development (PSED), especially "managing feelings and behaviour". This is one of the Prime learning areas in EYFS and links in to all the other Early Learning Goals.

4.6 Positive behaviour is underpinned by praise and reward which is, in turn linked to the House system. This provides a structure for recognising positive behaviour (and sanctions).

4.7 The reward system involves a whole school house point system known as '*Supers*' – positive house points and '*Subs*' (which are only used in the Senior School) – negative house points. Many *Supers* should be given each week as against very few *Subs*. The two must be seen as distinct and separate. Senior children are responsible for ensuring that staff record supers in their diaries and these are submitted weekly to their House Tutor for recording on iSAMs for the House Race. Junior and Foundation stage children earn and record supers through the sticker system and classroom chart which are transferred regularly to the online data system. EYFS and Junior children with the top super scores for the week are given a gold badge to wear for the week. There are then two end

of term parties for these children with the Principal, one for the Junior children and the other for EYFS.

4.8 **Subs should only be used for Senior School children.** These are recorded in iSAMs and in the child's diary by the teacher giving the sub along with the reason for the sub and the teacher's signature. In the Junior school, the class teacher is able to remove minutes of break time as a sanction for negative behaviour. The Junior school operates a 'traffic light' style system in each classroom. Each child will start on green and be given warnings before moving onto orange or red, the number of warnings depends on the age of the child. In the Juniors, if a child reaches the red light, they will miss some of their break time and will meet with the Head of Juniors who will then contact the parents. In the senior school, subs recorded in iSAMs are shared with the Head of Section and Class Tutor. In the EYFS, there is a step chart to success. Each classroom in Reception has a 'step' chart which is displayed clearly with all the children's names or faces. Throughout the school week children will be moved up the ladder - the positive reasons why will be shared with the class. The child's name/face will then be moved to the Gold Star which is at the top. On the Friday at the end of the day (end of the full week), all children will start back again on the first step. This gives the children a full week (sufficient time) to get as far up the step ladder as possible before the Friday (last day).

4.9 These systems, **Senior and Junior School Behaviour (including EYFS) and Consequence** (see **Appendix A1 and A2**), should be explained to the children at the beginning of the year and reiterated regularly. Behaviour and Consequence Ladders will be clearly displayed in all classrooms.

4.10 Class/subject teachers or house tutors are expected to deal with Level 1A, 1B and Level 2 (see **Appendix A1 and A2**) behavioural issues, with support from Heads of Section if required. Level 2 behavioural incidents should be notified to the Head of Section but Level 3 behavioural incidents should be dealt with by the Head of Section and those at Level 4 or above by the Head. Low level incidents should be tracked by the Head of Section as repeated poor behaviour may indicate bullying or peer-on-peer abuse.

4.11 Incidents at level 2 or above should be recorded in CPOMS and flagged as 'Behavioural'. These are reviewed by the Section Head and added to the behaviour log which is reviewed termly by the Head and SLT.

4.13 In consideration of Covid-19, Appendix A3 outlines specific behaviours and consequences in light of risks to health, and the transmission of the virus. These will remain in place for the start of 2021-22 but will be reviewed as government guidance is updated.

5 EYFS and Positive Interventions

5.1_ We make a distinction between three types of behaviour that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children, according to their age and developmental maturity taking into account the impact that a special

educational need or disability may, in some circumstances adversely affect 'normal' childhood behaviours.

These behaviours are:

a. Inconsiderate behaviour

This includes behaviours such as: taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they are able to manage frustration or anger themselves, may not have the language (including children presenting with EAL) to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.

b. Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage physically hurt or say something hurtful to another child, especially if their emotions are high at the time. It is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. It may also be 'mimicked' behaviour, observed in another child or adult. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end that is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.

c. Bullying

We take genuine cases of bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is rarely the case for children under five.

5.2 Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as 'Superhero' and weapon play. Some children appear pre-occupied with these themes, however, their behaviour is not necessarily a precursor to bullying, although it may be inconsiderate, or even hurtful, at times and may need addressing using a range of strategies. For some children, 'Superhero' and weapon play may be a method through which they gain temporary confidence and control. It is important to note that, between the ages of 0-5, children cannot distinguish between fantasy and reality presented in TV programmes, films and computer games. Responses to this behaviour, therefore, need to be considered in this context.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. Some children's excitement and deep involvement may on occasion cause them to overstep the boundaries of acceptable behaviour. This will be managed appropriately, by adult intervention so that the child is taken out of the situation and made aware of what is and is not acceptable.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

5.3 Use of rewards and sanctions in the EYFS

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult expectations in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying. Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate help to reflect on what has happened. If behaviour toward an adult is physically abusive, violent or otherwise unacceptable and distressing, adults should enlist the support of another team member to both support the child and to enable 'time out'

Such behaviour is documented and reported to parents on the same day

6 Recognition and Reinforcement of Good Behaviour & Rewards

See Appendix B – Criteria for Winning Awards

6.1 Children throughout the school will be encouraged to become more independent using guidance set out in the EYFS, Junior and Senior School Independence Ladders. Teachers will explain the expectations at the beginning of the year and reiterate them regularly. Independence Ladders are displayed in EYFS and Juniors and given to Senior pupils. Behaviours and sanctions are displayed in all classrooms in the Behaviour Ladders. These state what the sanction will be for each type of behaviour and at what level. As pupils move from one section of the school to another, they are informed, for example at the beginning of the year in form time, about any changes in rewards and sanctions. In addition, as part of transition day, pupils in Year 6 spend time in the Senior School in the summer term where all aspects of life in the Senior School are explained to them. Specifically, the Head of Seniors or Head, addresses Year 6 pupils and emphasises the changes in sanctions that can be given in Year 7 compared to Year 6, particularly with regard to subs and detentions.

6.2 The EYFS and Junior School award system is based on positive reinforcement of good behaviour and immediate visual rewards and team building. In addition, teachers are able to have his/her own in-class system of rewarding their children such as a star chart, marbles in a jar, a credit system and/or stickers, but these should be linked to the KS code and school aims.

6.3 Senior School pupils will be given a diary, and subs and supers will be recorded in this. Children's well-being will also be monitored within this diary, with areas to record sleep, eating and how they are feeling.

6.4 Should a child receive three subs, the Head of Seniors will be informed and a detention will be given. Detentions can be given for academic, pastoral or behavioural reasons. Parents will be

notified should this occur. After school detentions require parents and the pupil to be given 24 hours' notice.

6.5 In the Senior School, each pupil will be assigned to a Class Tutor Group. This group will meet weekly to review supers and subs, academic progress, weekly achievement, targets and any other pastoral issues. The Class Tutor will be responsible for designated children within the Tutor Group and will write their Tutor reports.

6.6 The recognition and reinforcement of good behaviour and rewards in the Senior School is organised into a system of three levels as outlined in **Appendix B (criteria for winning awards)**, comprising:

Supers (Level 1) – given out singly for a range of academic, behavioural or attitudinal criteria reflecting the ethos of the school.

Commendations (Level 2) – given singly on a weekly basis for a wider range of activities and conduct and achievements. There are also weekly awards in EYFS and Juniors.

Knight of Knightsbridge (Level 3) – given for outstanding work or performance in an academic, sporting or artistic field. KofK may also be awarded for outstanding service to charity or to the school or wider community. These are awarded at the discretion of the Head.

Informal praise and rewards, given with the reason for this (e.g. email to parent, simple asides in public or private, display of work)

6.7 End of Term Assemblies

In Nursery, End of Term “Busy Bee”, “Super Star” and “Sunshine” prizes are awarded. In Reception and Year 1 - 6, class prizes for Effort and Achievement as well as a Super Star prize for an all-round superstar are awarded. Subject prizes are also awarded for Year 1 - 6 across all subjects for the Junior School. In the EYFS and the Junior School, the Head of Section will decide the winners in consultation with the class teachers.

In the Senior School, class prizes for effort and achievement are given at the end of each term. Subject prizes are also awarded at the End of Term Assembly. The Head of Senior School will decide the winners, subject to meeting and discussion with staff.

6.8 Annual Prize-giving

There are cups available to be awarded for a wide range of activities and strengths. Nursery and Reception Prize Giving takes place separately at the end of the Summer Term where prizes and cups are awarded. Year 1 to 10 enjoy prize giving together, with winners in each year and each subject as well as cups (for Senior School children) and plaques for Junior school children, and awards for all-rounders and special achievements.

6.9 House Competitions

There are a variety of House Competitions throughout the year. Normally these will include Sports Day and other music, sporting and team events.

In the Senior and Junior School, as well as competing against each other, the supers are collated by house and house averages are calculated. This is a cumulative competition. Each week, the total number of average supers for each house are announced and the top super winners for each house are announced in assembly. House captain collects the cup for the week. These are reported in the weekly newsletter. In Reception to Year 6, top supers winners from each house are awarded a gold badge, which they wear for one week. At the end of each term there is a gold badge winners' party with the Principal.

6.10 The Reception Supers, Junior Supers and Senior Supers are counted at the **end of each term** and a cumulative total is used to find the House Cup winners for each term.

6.11 At the End of Term Assembly, the term's winners receive the House Cup and will have a fun party with their House Parents. The house competition adds to the incentive as well as promoting loyalty and support for one's House.

7 Pupil Sanctions

7.1 When considering sanctions, it is important the pupil understands fully that it is the behaviour which is not acceptable, and not the pupil as a person. A clear distinction must be made. It is also important to ensure that punishments are proportionate to the offence, and should enable children to make reparation where possible. Sanctions should be used in line with the age of the child and should consider any issues related to special educational needs or disabilities. Children are made aware that they are responsible for their own actions and that breaking the rules or inappropriate behaviour will lead to sanctions.

7.2 No sanction will be degrading or humiliating. All staff should maintain a controlled and polite manner when dealing with difficult behaviour.

7.3 The sanctions set out below will usually but do not necessarily follow in order of severity.

7.4 *Initial strategies*

Pupils should be made aware of the offence and warned about the effect of their behaviour. Verbal correction and reprimand is sensible, moving beyond a look of reproach to a quiet word, a conversation after class or removal from the problem. Visual indicators for encouraging good behaviour will vary throughout the school according to age and stage beginning with the traffic light system in use throughout the Foundation stage and Junior School.

Children with SpLD will have additional mentoring and guidance from Learning Support and the School Counselling service (Place2Be) to ensure they have the support they need with any behavioural issues. Sanctions must take child's needs into account.

7.5 *Structure*

Sanctions are divided into levels of severity, as per the Junior and EYFS and **Senior School Behaviour and Consequences** (see **Appendix A2**).

7.6 Subs

Subs may be given to senior school children exhibiting unacceptable behaviour, which may be disruptive, rude, disobedient, dangerous, show disregard for others and their property. They may also be given for poorly completed, missing or late homework, or a failure to respond to warnings about conduct in the school. A child should normally be given a warning to explain that the behaviour is unacceptable and a chance to improve. Should the same behaviour be repeated a sub will be issued. In certain cases, a sub may be given outright especially where the safety of others or disrespect are involved. In every case, the child must be told that they have been given a sub and why. The sub must be recorded in iSAMs with clear details of why this has been issued. Class tutors and Heads of Section are informed by email once these have been entered. The Class Tutor monitors an individual's subs to ensure that appropriate action is taken. Class Tutors and Heads of Section should communicate at least fortnightly through 'Children Causing Concern' in team meetings regarding pupil behaviour and to ensure that low level concerns are being collated and monitored. Some children will need to be seen by the Head of Section or Head to reinforce the teacher's sanctions. These should be used carefully.

7.7 Detention

If a child accumulates three or more subs in a week, they are automatically put into detention. Very rarely, a detention may need to be given without the warning system and subs outline above. There are both break and after school detentions which are supervised by a member of staff and takes precedence over squad training, clubs and prearranged appointments. Parents will be notified in advance and are expected to support the school. This will be explained to parents at the start of year curriculum evenings and in the relevant parent handbooks.

7.8 Report Card

For a child or children that are finding it difficult to respond to our expectations, adhere to the social rules laid down by the school, who are not performing to their potential in class due to a lack of effort, or who persist in low level disruption, it is possible to place them on a report card. This is intended to monitor behaviour/effort in class and at other times of the day. The child must take the Report Card (weekly or daily) to each lesson and have the Report Card graded and initialled by the teacher at the end of each period. A comment may be written if appropriate. A weekly report card may be applied across specific areas of school life.

At the end of each day the Report Card must be signed by a member of the Senior Management Team and then be taken home to be signed by the parent.

7.9 Under the Equality Act 2010, children with special needs will have sanctions imposed which take account of their level of need. Pupils with SEND should have greater access to counselling and support.

8 Procedures for Dealing with Persistent or Major Breaches of Discipline

8.1 Major breaches of discipline may include:

- bullying;
- physical assault;
- deliberate damage to property;
- stealing;
- leaving the school premises without permission;
- peer-on-peer abuse;
- disruptive behaviour in class.
- verbal abuse;
- refusal to work;
- misuse of mobile phones and internet-enabled devices
- children who make malicious allegations against staff

8.2 Parents will be involved at the earliest possible stage if problems are persistent or recurring (see **Senior School Behaviour and Consequences Ladder** (see **Appendix A2**). If behaviour is such that further support is required, a pupil can be referred to Place2Be. In extreme cases, further help can be sought from other agencies, including an educational or behavioural psychologist, social care or the police.

8.3 Other procedures include the following:

- staff have the right to temporarily confiscate pupil's property where it is necessary for disciplinary reasons;
- a verbal warning from the Head or other senior member of staff, as to future conduct;
- a letter/phone call/email to parents informing them of the problems and arranging a meeting with them;
- a case conference involving parents and, where appropriate, support agencies;
- the child being excluded temporarily or permanently from school (see below).

9 Exclusion (Please see the Exclusion Policy)

9.1 The school reserves the right to exclude a child whose conduct, or parental conduct, (whether on or off the school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the school. Temporary (internal or external) or permanent exclusion is always at the discretion of the Head.

9.2 The sanction of temporary or permanent exclusion may be necessary in cases of severe and persistent bullying.

9.3 Parents are made aware that they may request details of the procedures as part of the School's Parent Contract.

10 Recording Incidents of Misbehaviour and Sanctions

10.1 Teachers should record details of misbehaviour incidents centrally with the Head of Section on the behaviour log **and** on iSAMS

10.2 These details should include as a minimum:

- the date, names and year group of those involved and nature of the incident;
- action taken by the member of staff and the sanction imposed;
- whether further action or monitoring is required.

10.3 Incidents will be recorded on the behaviour (and bullying) log and monitored by SLT on a termly basis so that the effectiveness of the school policy can be assessed and any emerging patterns can be quickly identified.

11 Corporal Punishment and physical contact

11.1 It is, of course, forbidden to administer or threaten corporal punishment of any kind at Knightsbridge School.

11.2 Physical contact with children is outlined as per the school's Safeguarding policy. Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances (see Physical Restraint Policy), including dealing with disruptive behaviour, or averting immediate danger of personal injury. Such intervention will be recorded in the appropriate Sanctions Log and parents will be informed on the same day or as soon as reasonably practical.

12 Monitoring and Review

12.1 This policy is the responsibility of the Head and the SLT. They will take an overview of all incidents of behaviour and discipline within the school.

Reviewed by: Shona Colaço (Head)

Date: July 2021

Approved by: Aatif Hassan

Signed - 

Date: August 2021

To be reviewed annually

Appendices attached:

Appendix A1 Behaviour and Consequences EYFS and Juniors

Appendix A2 Behaviour and Consequences Seniors

Appendix B Criteria for winning awards

Appendix C1 EYFS Independence ladder

Appendix C2 Junior School Independence Ladder

Appendix C3 – Years 5 & 6 Independence Ladder
Appendix C4 – Year 7 – 11 Independence Ladder