

## **Our Behaviours Culture Policy**

### **Policy Statement**

‘Our Behaviours Culture’ Policy sets out our beliefs, strategies and procedures in ensuring that there is a consistent, coherent and positive ethos and culture in the school that is shared and understood by all.

### **Aims and Principles**

The policy is intended to provide a framework for supporting a positive behaviours culture and ethos in and beyond the school. It is our belief that happy and fulfilled students lead to happy and fulfilled learners. The policy sets out how we use our STEPs to underpin the social norms experienced at the school.

The objectives of the policy are that:

- All of our students feel safe and valued as members of our school community.
- The whole school community acknowledges, understands and demonstrates the STEPs as part of everyday life within the school both in and beyond lessons, including trips and visits.
- Through our culture and ethos alongside the processes to support, our students experience and can articulate an equitable and consistent approach to both rewarding and sanctioning behaviours across the school.
- When our students get it wrong, they are supported in getting in right. However, the processes in place ensure that the support for one student does not harm the learning or mental health of others within the school community.
- All stakeholders, including Parents/ carers, will know that the school has policies in place to keep students safe and that the school regularly reviews its systems to ensure they appropriate and effective.

### **Legislation and Guidance**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Behaviour and discipline in schools](#)
- [Keeping children safe in education](#)
- [Searching, screening and confiscating at school](#)
- [Supporting pupils with medical conditions in school](#)
- [Use of reasonable force in schools](#)
- [DFE – Respectful School Communities](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

## 1.1 Our Beliefs

Positive behaviour is an essential foundation for life in a school; both in an effective learning and teaching environment but also during social times where all members of the school community can thrive and feel respected, safe and secure. Every child has a right to be respected, valued and recognised for who they are and we accept that a person's character may need development to ensure they achieve their full potential. To that end, here at Kingshill we use the STEPs to support intentional character development and these underpin all we do in the life of the school.



## 1.2 Our Processes & Systems

In order to provide a purposeful working environment it is essential all students enter the classroom in the same way. High expectations and structure support good relationships. Creating a good working environment not only improves productivity but also reduces the chance of problems escalating.

### Excellent Entry

An entry routine captures the way in which we want student to end the classroom and begin their first task. It shows students we value the learning time we have together and it is important that we use this time well. A focussed start sets the tone for the rest of the lesson.

Students enter classrooms calmly and in silence, they sit in their assigned seating plan and begin their starting activity in 60 seconds.

### Active Minds

Our Active Minds support the students to think hard, work hard in order to remember more but as importantly, they require the teacher to constantly check for understanding which allows for reasonable adjustments to be made, adaptations to the curriculum and task to ensure all learners are able to access the learning and thrive. Active Minds brings about consistency for students across the school which in turn allows for high expectations of students and like the excellent entries improves productivity and reduces the chance of problems escalating.

## Rewarding our Students

Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of work and behaviour and fostering a positive school ethos.

It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books or other assessments and around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 3:1 for both learning and behaviour.

All staff are familiar with, **and apply fairly and consistently**, the school rewards system. **(see appendix 1)** These rewards are captured through Edulink, our online platform that allows both students, parents and staff members to see the positive rewards. These rewards are celebrated in tutor groups, assemblies, by the headteacher and at more formal presentation events.

### Types of Rewards:

Students can be awarded:

- House Points
- STEP postcards
- Fantastic Friday
- Faculty Postcards
- Certificates
- STEP badges
- Rewards Assemblies
- Celebration Event Recognition

Each week our Friday afternoon registration session focusses on celebrating achievements from the week. STEP postcards are distributed and tutors award each student 3 house points if they have received no negative points on Edulink, this helps create the culture of 'Fantastic Friday'.

### When our students get it wrong

We will always seek to deescalate negative behaviour choices through a system of warnings and reminders to the student regarding actions and our STEPs. Often the most minimal action from a teacher can bring about a positive change in behaviours. Unfortunately, not all students choose to act on the advice and support offered and therefore the teachers, Unlocking Potential team, Heads of Year and SLT will escalate the sanctions in line with our systems. **(see appendix 2)**

As a school we are aware that some students with SEND have certain barriers that impact on their accessibility to learning. Our teachers are skilled and use their best endeavours to support these students with strategies and ensure that reasonable adjustments are put in place to maintain a positive learning environment for all, as outlined in the SEND Code of Practice. Where negative behaviours are presented and are not aligned with the SEND need then our behaviour sanctions will be applied. Support and interventions to provide strategies for success may also be applied where behaviours are directly linked to an SEND need as we remain determined that our students have the opportunities to be successful in their lives beyond Kingshill. We are committed to supporting all students to reflect on their behaviours and to provide further strategies to prevent reoccurrences.

### Sanctions available:

Students can be issued:

- A verbal warning – this serves as a reminder to the high expectations required.
- Time out of the lesson for a period of reflection (no longer than 2 minutes). This is recorded by the teacher on Edulink as a 'Warning in class (sent outside)

- A 'Parking' - This is where a student is removed from a lesson which leads to a 10 minute detention during which the student completes a reflection sheet and has a restorative justice conversation with the teacher. The teacher record this on Edulink as '10 minute Restorative Conversation - parked'.
- Lunch detention (20 minutes) - this is held a whole school process and is led by members of the Middle Leadership Team. The teacher will make contact with home and the Head of Faculty records this on Edulink.
- Senior Lunch detention (40 minutes) – this is held a whole school process and is led by members of the Senior Leadership Team during which lunch is taken in the dining hall. The Head of Faculty/ Head of Year will make contact with home and the Head of Faculty/ Year records this on Edulink.
- A period of time in the Student Support Room (SSR) with a skilled behaviour lead. Where students reflect and show understanding of the impact of their actions, they will typically complete 2 lessons and a social time of 20 minutes. The Head of Year/ Head of Faculty/ Unlocking Potential Assistant or the SSR Manager will make contact with home and the person responsible for the call will record this on Edulink.
- Fixed Term suspension – for further detail, please see the Suspensions and Exclusion Policy
- Permanent Exclusion - for further detail, please see the Suspensions and Exclusion Policy

### **3. Our Strategies**

#### **3.1 As teachers, tutors and professionals in the school:**

- We commit to knowing our students well through knowledge of the SEND register and prior data
- We plan intentional lessons in line with the schemes of work
- We have a seating plan for every lesson and establish clear routines.
- We maximise our seating plans to ensure a positive environment
- We use our Active Minds strategies to check for understanding of all learners and to identify and address misconceptions quickly
- We build positive relationships based on our STEPs with all students
- We seek to identify the barriers to negative behaviour choices and apply strategies to correct them
- We apply reasonable adjustments where appropriate for our SEND learners
- We seek to reward positive behaviours
- We record all behaviours on our online platform Edulink using professional language to support children and families understanding the issues that have arisen
- We communicate with home as soon as possible to prevent behaviours from escalating
- We begin each lesson and each day afresh; always believing there is a desire to transform negative behaviours into positives
- We conduct the 10 minute detention, completing the reflection sheet and agreeing how the next lesson/ social period will look
- We model the high expectations of the school
- We follow the policies to support a safe and happy learning environment and school that is consistent and fair to all

#### **3.2 As Heads of Faculty, Heads of Year and Senior Leaders:**

- We communicate in our SDP what a positive culture and ethos looks like
- We have a clear overview of each faculty, year and whole school in terms of the rewards and sanctions awarded
- We analyse data to spot behaviour trends and plan training, assemblies and meetings to bring about the desired positive changes
- We use the Unlocking Potential data to identify the right lead professional for the right student and put in place support to allow all students to realise their potential
- We share the Unlocking Potential data in line with the reporting schedule

- We listen to the voice of the students and the parents should a complaint arise to seek a resolution that is fair and proportionate for all
- We are a visible presence and role model the high expectations of the school
- We follow statutory guidance from the DFE and GCC in relation to supporting students' behaviours
- We follow our policies to support a consistent and fair approach for all

### **3.3 As headteacher:**

- The headteacher is responsible for reviewing and approving this policy.
- The headteacher will monitor the implementation of this policy to ensure rewards and sanctions are applied in a consistent manner.

### **3.4 As students:**

- We follow the STEPs with the ambition of being the best versions of ourselves each and every day
- We attend lessons on time, fully equipped and ready to learn
- We follow the Active Minds
- When we get it wrong, we work with members of the school team to find strategies to support a positive change
- We complete reflection sheets honestly
- We celebrate our successes
- We attend detentions when set

### **3.5 As parents/carers**

- You respect the school's behaviours policy and encourage your young person to do the same
- You send your young person to school punctually every day, suitably equipped, fed, rested and clothed in accordance with the school's uniform policy
- You make us aware of any Special Educational Needs or other personal factors which may result in their child displaying behaviours outside the norm
- You attend any parent information evenings, parent evenings or other meetings as requested by the school
- You review the Edulink account for your young person and ask questions about the day, taking the time to celebrate the successes
- You ensure that your young person has the necessary facilities to complete homework/revision and encourage them to complete it to the best of his/her ability and on time.

### **3.6 As Trustees**

- They ensure our vision for the behaviours culture in the school meets guidelines and is morally acceptable
- They review the Unlocking Potential data and use link visits to ensure the school is applying policies, strategies in line with our core beliefs
- They make sure staff receive adequate training on building a positive behaviours culture
- They hold the headteacher to account for the implementation of this policy
- They support Disciplinary Panels and ask the right questions of the school and the parents/ carers to ensure we are acting within guidelines of being lawful, rational, reasonable, fair and proportionate.

## **4. Support for students**


When our data shows that students are repeatedly not getting it right. The Lead Practitioner for Behaviours reviews the data on a weekly basis and applies the Graduated Response to offer support and intervention in a fair and consistent manner to all students. Here is our Graduated Response:

### Additional Strategies:

Here are some of the intervention on offer to support a positive change in behaviours, this list is not exhaustive but the following support is available:

- A designated Unlocking Potential Lead
- Seating plans
- Rewards
- Restorative conversations should incidents occur (**see appendix 3**)
- Pastoral Support Plans
- Individual Behaviour Plans
- Teacher Strategy guide
- Move onto the SEND register
- Professionals Meetings
- Referrals to the Inclusion Team in school
  - 1:1 support
  - Small group interventions

## OBC – Graduated Response



**STAGE 1**

- **REPORT TO TUTOR**  
If you receive x5 negative Edulink incidents you will report to your TUTOR (Tutor call home)

**STAGE 2**

- **REPORT TO HEAD OF YEAR**  
If you receive x10 negative Edulink incidents you will be on report to Head of Year (Head of Year call home). Referral to determine appropriate intervention strategy

**STAGE 3**

- **REPORT TO SLT**  
If you receive x15 negative Edulink incidents you will be on report to the SLT lead for your year group (SLT call). Referral to determine appropriate intervention strategy

**Stage 4- IBP**

- Students who continually behave poorly accumulate significant numbers of negative Edulink points will be placed on an Individual Behaviour Plan (IBP). Referral to determine appropriate intervention strategy

**Stage 5 -PSP**

- Failure to meet the targets set on an Individual Behaviour Plan will result in a student being placed on a Pastoral Support Plan. Referral to determine appropriate intervention strategy

## SSR

- Student works for 'sustained period of time with focus' = restorative conversation, return to lesson
- Student fails to settle to task – SSR staff call home/explain actions to parent. If problems continue to persist student remain in SSR until student is ready to return to mainstream schooling, continued disruption to result in suspension.

### EduLink point system:

Each incident has a tariff rating attached. This feeds directly into the UP tracker to give early indication of concerns (tutors are able to check this weekly)

Code	Description	Points	Active
WU	Waming uniform	1	True
WOC	Waming out of class	1	True
LOE	Lack of equipment	1	True
CG	Chewing gum	1	True
TI	Teacher intervention	1	True
W	Waming in class (sent outside)	1	True
P	10 minute detention (parked)	2	True
LD	Lunch detention (parked x 2)	4	True
LDM	Lunch detention (use of mobile phone)	4	True
LDL	Lunch detention (persistent lateness)	0	True
MH	Missing Homework	0	True
OCP	On call (SSR x 2 lessons + social time)	10	True
SSRE	SSR (extension)	2	True
SLDP	Senior lunch detention (parked x4)	5	True
SLD	Senior lunch detention	5	True
SSR	SSR	10	True
FTS	FTS	15	True
LDU2	Lunch detention (UPPA)	0	True
LDU	5+ uniform (each fornight) (inputted by UP ...	0	True
LDH	Homework detention MLT (UPPA)	0	True
SDH	Homework detention SLT (UPPA)	0	True



## Behaviour Scale and Sanctions



### 1st Warning

- **WARNING**
- Any action that disrupts learning
- Verbal or written on board

### 2nd Warning

- **REFLECTION**
- Continued disruption will result in:
- Student sent to stand outside classroom
- **EduLink – Warning in class (sent outside)**

### 3rd Warning

- **PARKING**
- Continued disruptive behaviour
- Refusing to participate in task
- Student parked using faculty rota
- 10 min break/lunch detention + restorative conversation
- **EduLink – 10 minute detention (parked)**
- **Student completes reflection sheet**

### Previously parked x2

- Teacher calls home, voice concerns
- MLT detention issued
- **EduLink – Lunch detention (parked x2)**

### Previously parked x4

- HOF speaks to parent, voice concerns
- SENIOR detention issued
- **EduLink – Senior Lunch detention (parked x4)**

## Individual Behaviour Plan/Pastoral Support Plans

Students are made aware, through assemblies and information from their Head of Year of these processes. If a student fails to make adequate progress parents/carers will be invited into school to set up the individual on an Individual Behaviour Plan or Pastoral Support Plan. All of this data, plus the Unlocking Potential Lead (for each student) is held on a central database so all staff can access the information at any given time.





## Reflection Sheet

Name of student/TG:	
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Lesson parked: (period/subject)	
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Teachers name:	
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Date:	
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Write neatly, and use full sentences. This sheet will be kept on your file. Multiple parking's will result in:

- Parked x2 times = Lunch detention (HOF call home)
- Parked x4 times = senior detention (HOY call home)

<p>Why have you been parked from your subject? What did you do?</p>	<p>Potential issues:</p> <ul style="list-style-type: none"> <li>- Talking to others</li> <li>- Not focused on task</li> <li>- Not listening</li> <li>- Lack of effort</li> <li>- Lack of respect</li> <li>- Failure to follow instructions</li> </ul>
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<p>What led to this happening? What were you thinking before the incident occurred?</p>
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How did your actions impact on you/others around you?

What can you do next time to avoid the same situation?

1.

2.

3.

Break detention issued + completed

☐

Restorative conversation between teacher and student taken place

☐

HOF/HOY action -

## Confiscation

All adults employed by the school have the right to confiscate the following items:

Mobile phones, personal music players, smart watches, inappropriate items of jewellery or clothing (such as a cap or a cardigan). **NB: Mobile phones, smart watches and personal music players are to be switched off and out of sight during the school day. Students will have the item confiscated and will receive a detention if they are seen by staff.**

*It should also be noted that it is not appropriate for staff to have their mobile phones switched on whilst they are teaching.*

Confiscated items must be returned at the end of the school day, or later if parents/carers are informed. Valuable items should be stored in the Head's area.

**Exceptions** to the above include material that is **inappropriate or illegal** for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the relevant Head of Year who will follow the behaviour policy, followed by communication to parents/carers confirming the reasons for such action.

A student might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline if the student unreasonably refuses to cooperate.

It should be noted that, while confiscation of a mobile phone is legitimate if reasonably and appropriately done so, searching through a phone or accessing text messages without the student's permission is not. In some circumstances it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether cyberbullying has occurred, for instance, but if the student refuses then the member of staff should not enforce the instruction. The staff member can, however, follow the behaviour policy for failure to follow a reasonable instruction if appropriate.

Headteachers, and staff they authorise, now have the power to search students without consent where there are reasonable grounds for suspecting that a student has a knife or other weapon (Section 550AA, Education Act 1996: inserted by Section 45, Violent Crime Reduction Act 2006). However, at Kingshill, we regard this power to be the duty of the police who would be called in the event of a student's refusal to cooperate.

## **Appendix 4**

### **Expectations for positive behaviour off the school site**

At Cirencester Kingshill School we have high expectations of the behaviour of our students when off school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

To that extent, the school has the right to act:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- To secure behaviour which does not threaten the health or safety of students, staff or members of the public.
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school.
- To provide protection to individual staff from harmful conduct by students of the school when not on the school site.

In addition, the use of defamatory or intimidating messages/images (electronic or otherwise) inside or outside of school will not be tolerated and the behaviour policy will be applied to perpetrators as appropriate.

### **Abuse or intimidation of staff outside school**

Cirencester Kingshill School will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school. The school has the right to apply disciplinary sanctions as appropriate at a suitable time when the student is in school. Staff are not able to discuss what sanctions have been put in place for other students.

## **MONITORING AND EVALUATION**

Monitoring of the policy will be by regular discussions about our behaviours culture at the School Council, Middle and Senior Leaders' meetings and Trustees' meetings when appropriate.

Evaluation of the policy will include analysis of data including:

- Trustee Dashboard
- Permanent and Fixed-term exclusions (see Exclusions Policy)
- SSR figures
- Recorded incidents

### **Policy Review**

The policy will be reviewed annually.

### **Links to other Policies**

- *The Accessibility Plan*
- *Anti-bullying Policy*
- *Child Protection Policy*
- *HSB Strategy*
- *Looked After Children Policy*

- *Equality Policy*
- *E-safety Policy*
- *Suspension and Exclusion Policy*
- *Offensive Weapons Policy*
- *Substance Misuse Policy*

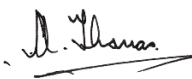
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**CIRENCESTER KINGSHILL SCHOOL**  
**OUR BEHAVIOURS CULTURE POLICY**

Reviewed by: L Ryder (Lead Practitioner - Behaviours Culture)

Date: January 2025

Adopted by Governors: 21 January 2025 (draft approval)

Signed: 

Date: 21 January 2025

Next Review Date: January 2026

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## Appendix

**Head of Key Stage 3** – Mrs D Christopher

**Head of Key Stage 4** – Mr J Morland

**Lead Practitioner of SENDCo and Inclusion** – Mr D Radbourne

**Inclusion Manager** – Mrs J Paddock

**Assistant to the Inclusion Manager** – Mrs K Newport

**Learning Advisors** – Mrs S Loach and Mrs A Lambrou

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