



# Behaviour Policy

Whole school	Yes	WEBSITE
Statutory?	Yes	
Reviewed	October 2020	
Next review	October 2022	

## 1. Introduction

King's Ely encourages pupils to adopt the highest standards of behaviour, principles and standards. We aim to promote trust and mutual respect for everyone and we believe that good relations, good manners and a secure learning environment play a crucial part in the educational and social development of our pupils. To this end, the rewards and sanctions that support our behaviour management and discipline are organised in such a way as to act as encouragement to all pupils and, therefore, rely heavily on rewarding the positive aspects of academic and personal development. For any individual pupils where staff may require structure in order to support the modification of inappropriate behaviour, there are a range of sanctions available.

The law requires that the Principal (whilst taking account of the governing body's principles of behaviour) has the overall responsibility with regard to measures on behaviour and discipline that form the school's policies regarding behaviour. As stated in the DfE guidance, Behaviour and Discipline in Schools (January, 2016), (<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>) the measures set out by the Principal with regard to behaviour aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils

The Principal must also, as far as is reasonable, regulate the behaviour of pupils when they are off the school site<sup>1</sup> (this is particularly pertinent with regard to regulating cyber-bullying and digital use). The DfE guidance, Behaviour and Discipline in Schools (January, 2016), makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

i. Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

ii. Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

This policy is a whole school policy and includes EYFS. It is written with due regard to the duty of proprietors, under section 7 of the Education (Independent Schools Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils. The policy should be read in conjunction with the following other school policies and procedures:

<ul style="list-style-type: none"><li>• Social Respect (Anti-Bullying) Policy &amp; Strategy;</li><li>• Safeguarding (including Child Protection) Policy;</li><li>• Disability Policy – Accessibility plan;</li><li>• Drugs, Alcohol &amp; Smoking Policy;</li><li>• Equal Opportunities &amp; Diversity Policy;</li></ul>	<ul style="list-style-type: none"><li>• Digital Use Policy;</li><li>• Acceptable Use Procedure;</li><li>• BYOD Procedure;</li><li>• Educational Visits Policy;</li><li>• Use of Reasonable Force to Control or Restrain Pupils Policy.</li></ul>
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<sup>1</sup> Section 89(5), Education and Inspections Act 2006

## **1.2 Aims**

- i. To develop a whole school Behaviour Policy supported and followed by parents, staff, pupils and governors, based on a sense of community and shared values.
- ii. By applying positive policies to create a caring and supportive atmosphere in which teaching and learning can take place in a safe and happy environment (in the classroom and online).
- iii. To teach values and attitudes, as well as knowledge and skills. This will promote responsible behaviour and encourage in members of the school a respect for themselves, for other people and for property.
- iv. To challenge behaviour which harms the ability of different groups and individuals to learn and work together.
- v. To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for members of the school in keeping with age and ability.
- vi. To make clear to members of the school the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- vii. To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

## **1.3 Code of Conduct**

- i. All members of the school community are expected to respect each other.
- ii. All pupils are expected to respect their teachers, other staff, adults and fellow pupils.
- iii. All members of the school are expected to respect their own and other people's property and to take care of books and equipment.
- iv. Members of the school are expected to be well-behaved, well-mannered and attentive.
- v. If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.
- vi. Physical violence is not acceptable, neither is retaliation.
- vii. Foul or abusive language must not be used.
- viii. Any form of bullying, including cyber bullying, peer on peer abuse, harrasment, victimisation or discrimination, will not be tolerated.
- ix. The School recognises that sexual violence and sexual harassment can occur between two children of any age and sex. The School will not tolerate sexual violence or sexual harassment.
- x. All pupils must observe the school rules as set out in the Almanack and in the pupil handbooks.
- xi. Any deliberate action designed to bring the school's name into disrepute may result in suspension or permanent exclusion.

This code of conduct has been formulated with the safety and well-being of all members of the school in mind and to enable the school to function efficiently as a place of learning.

## **2. Rewards and Sanctions**

The school flourishes with a minimal amount of unacceptable behaviour by treating its pupils with respect and by encouraging and rewarding the positive aspects of academic and personal development. However, there will be times when pupils fall short of expected standards of behaviour. Under these circumstances such individuals must be clear of the repercussions / sanctions which are likely to result.

Staff receive training, support and development to ensure there is consistency in the application of rewards and sanctions across the school. New staff also receive this training as part of their induction process. All serious disciplinary incidents are logged centrally in each section and these logs are reviewed regularly by the relevant Head of Section. The Boarding House Behaviour logs are reviewed by the Director of Boarding.

### 3. King's Ely Senior & King's Ely International

#### 3.1 Rewards

- **Merits** are a metaphorical 'pat on the back' for recognising pupils' work, effort, contribution to school life, good deeds etc. They are entered on iSAMS. This automatically triggers an email to the pupil, tutor, HsM and parents informing them of the award.
- **Alphas** are given to pupils in Y9-11 (exceptionally also in Y12-13) when they perform particularly well academically in terms of effort by producing an excellent piece of work for a pupil of his/her ability. This information is available to HsMs and the pupil is given a certificate at House assembly. When a pupil has collected three Alphas, s/he will be given a book-token prize.
- **Commendations** are awarded to the pupils in Years 9-11 receiving the best effort grades or the most improved effort grades in each set of Period Grades issued. A letter is sent home by the Vice Principal Academic.
- Throughout the year, HsMs and teachers award **Prizes** celebrating success in various curricular or co-curricular categories. At the end of each year, at a ceremony in Ely Cathedral, prizes are awarded recognising effort and achievement across all aspects of school life.
- **School colours** are awarded at the end of term for performing arts, games and Ely Scheme. These are recommended by the staff and announced by the Head in assembly and by notice. In addition there are Major School Colours which are awarded by the Principal for outstanding merit.
- **King's and Queen's Scholars** are admitted to the Cathedral Foundation every November chosen from the pupils who obtained the best GCSE results the previous Summer. This is the highest academic accolade which can be conferred on our pupils and it brings to the wearers of the coveted red gowns both privileges and responsibilities. At the same time the two most highly achieving King's Ely International students will become **King's Ely International Scholars** and receive black gowns faced in red.
- **Heads of School, School and House Prefects** are posts of responsibility that are awarded following the demonstration of consistent good behaviour and strong leadership potential over a period of time.

#### 3.2 Sanctions

We expect all pupils to adhere to school policies, rules and standards. When this does not occur, our first response is to look into the reasons behind the unacceptable behaviour. This will normally be carried out by the Tutor/ Class Teacher with the HsM being kept informed. Continuing unacceptable behaviour will be dealt with by the HsM with involvement from the Deputy Head. Parents will be kept informed, so that they may work with the school to provide a consistent framework of behaviour. Where appropriate, counselling or learning support will be offered.

#### 3.3 Academic Performance

- **Academic Detention:** This is to record any occasion that a teacher asks a pupil to catch up work during a lunchtime. The length & time is up to the teacher, but 30 minutes should be the maximum to allow time for lunch. The sanction shall be entered on iSAMS: 'KESAcademicDT'. 'Single' detentions on iSAMS should be used for a short catch up &

'double' for a longer catch up. This is to be supervised by the teacher giving the detention or it may be organised on a departmental basis, usually during lunchtime.

- Serious academic shortfall will result in a one hour **Detention** after school on Friday afternoon (except in the week before the end of term or half-term) during which work related to the reason for the detention will be completed.
- If a pupil's academic progress is persistently poor through lack of effort (as identified on period grade card or by communication with the Tutor) parents will be informed. One possible outcome will be that the pupil will be given a **Report Card**, to be completed by the teacher after each lesson.
- **Reprimands** are given to those pupils receiving two or more 'Belows' in their Period Grades. This may take the form of a report card to be signed every lesson or parents may be asked to check and sign the prep diary each evening, depending on the precise reasons for the 'Belows'. It should be noted that a 'reprimand' should not be seen as a punishment, but is a way of recording the fact that an intervention has taken place that is aimed at helping the pupil to improve their performance.
- One of our aims in the Sixth Form is to develop independent learners who are not dependent on external sanction to gauge their effort. However, if a student is falling short in terms of effort or attitude this can be picked up at any time through the Causes for Concern process in which all staff participate. This can lead to a variety of responses including Friday detention, academic report cards, contact with parents/guardians, and the establishment of an agreed action plan, which itself may include supervised study in the library or House. Additionally, period grades in the Sixth Form operate on a traffic light system in which departments assess and report on a number of performance indicators alongside academic attainment itself. Following the issue of period grades, the Sixth Form Academic Team meets with Tutors to agree appropriate action for students whose performance is falling short
- Pupils whose academic performance and results give cause for concern may be placed on the **Vice Principals' List**. Weekly reports from subject teachers are monitored by the Vice Principal and sent fortnightly to parents.

### 3.4 Behaviour

- Clearly effective classroom teaching is the best way to ensure good order but at times it is beneficial for pupils to know there is a consequence for poor behaviour, disturbing learning, incorrect uniform etc. A quiet word should suffice in most situations but sanctions are an option, if the poor behaviour persists (a pupil is repeatedly late / persists in wearing the wrong kit or uniform, continues to disturb learning). It is important not to resort to sanctions for minor issues immediately as this will undermine their effectiveness. A warning would normally be given prior to a sanction being issued.
- **Daily Detention:** This is issued for persistent low level incidents and the pupil should be told in person to attend SS1 at lunchtime. Single (10 minutes) Daily Detentions are for persistently incorrect uniform or kit, repeated poor punctuality, repeatedly forgetting equipment, repeated misuse of mobile phone, repeated chewing of gum etc. Double Daily Detentions (20 minutes)

are for minor disruption to learning in the classroom, normally given after a warning (e.g. distracting others, shouting out etc). This is entered on iSAMS and this automatically notifies pupil, tutor, HsM and parents.

- **School Detention:** This is issued for more serious offences. For example, if a pupil shows a clear lack of respect to a teacher or continues to disrupt a lesson after a lunchtime detention has already been given, then an immediate School Detention is likely to be appropriate. If the teacher is in doubt they should discuss with HsM, Head, Deputy Head or Vice Principal. Other examples of offences that may lead to a School Detention include; missing a lunchtime detention, a more significant academic failing (repeated failure to complete prep), more significant pastoral offence or more serious misbehaviour outside of a lesson (e.g. damage to property, repeated unkindness), skipping a lesson or other school commitment or an accumulation of detentions (3 lunchtime detentions per ½ term). Under normal circumstances this is supervised by a member of senior staff after school on Fridays (except in the week before the end of term or half-term when it is on a Wednesday). Work set will normally be related to the nature of the offence.
- **Gating** means being confined to the Boarding House outside class time for designated period of time. This is a sanction for boarders for offences such as failure to sign out or breaking bounds.
- Very serious breaches of discipline are likely to result in a **Saturday Detention**. This will either be for 1 or 2 hours (depending on the severity of the issue) on a Saturday morning in the Old Palace Resource Room.

### 3.5 Suspension

- The most serious of offences may result in suspension, requiring the pupil to be temporarily removed from the school, or expulsion. Examples of such offences include physical assault, deliberate damage to property, stealing, verbal abuse, bringing the school's name into disrepute or threatening behaviour towards staff or other pupils, persistent disruptive behaviour in class, sexual misconduct, drug or alcohol abuse, being in possession of an offensive weapon or inappropriate digital material, proven to have made malicious accusations against school staff or each other<sup>2</sup> and any other illegal act (this list is not exhaustive). Suspensions will, under normal circumstances, be for a limited period as it is important that the pupil's education is resumed without unreasonable delay. Alternatively, an internal suspension may be issued whereby a pupil works under supervision away from the rest of the school.

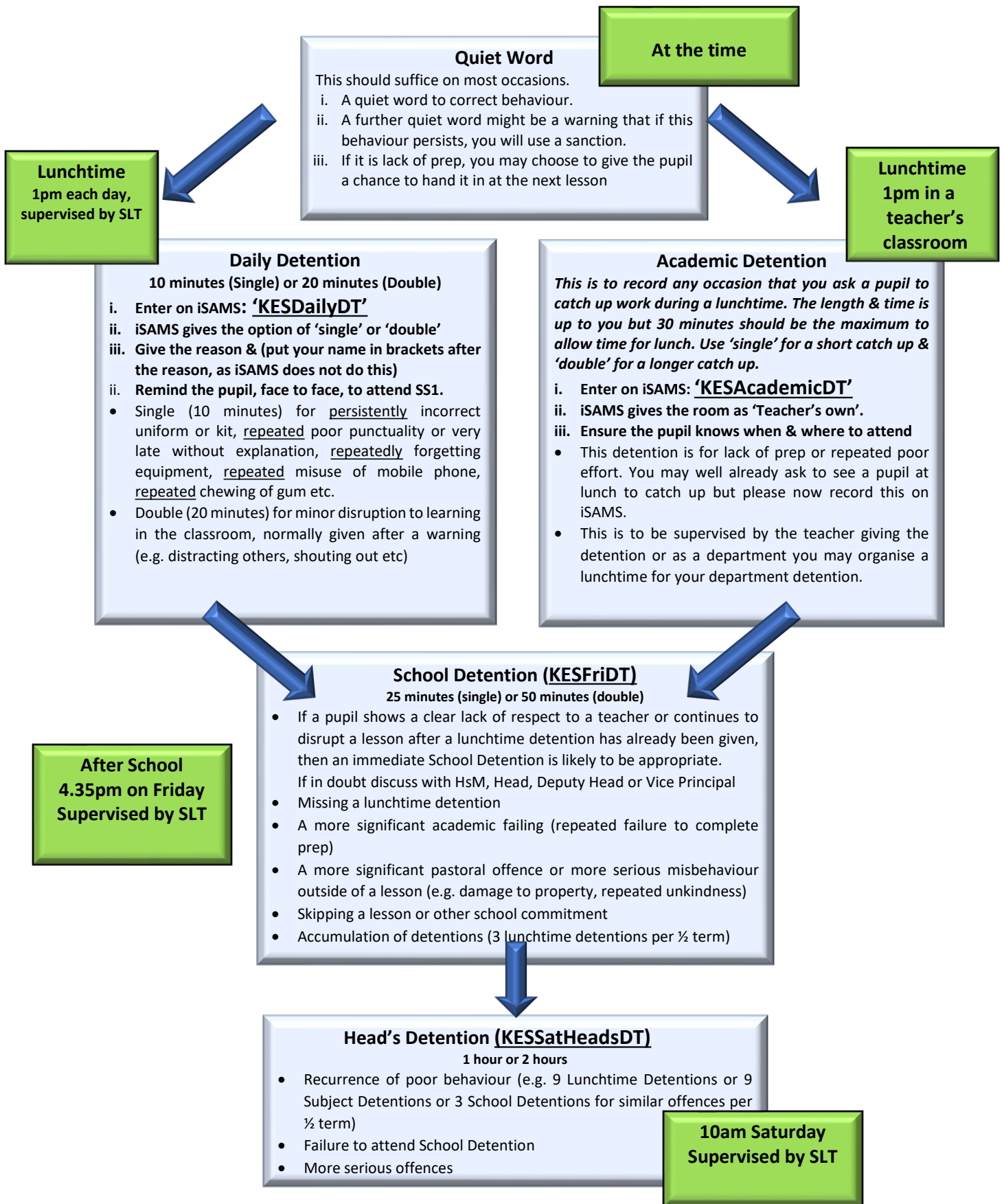
### 3.6 Interviews and investigations

**Ethos:** An investigation and subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures. Please see Appendix 1, section Diii for details.

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<sup>2</sup> Please refer to the King's Ely Whistleblowing Procedure

### 3.7 Sanctions overview for Years 9 to 11



## **4. King's Ely Junior**

Parents will be kept informed, either through the formal systems of behaviour management or through the Tutor, so that they may work with the school to provide a consistent framework of behaviour. Where appropriate, counselling or learning support will be offered.

Any concerns will be responded to in an initially supportive way and managed by the pupil's Form Tutor. A range of strategies will be employed to support the individual concerned. These may include:

- Meetings with the Form Tutor (Tutorials);
- Support from an older student via the House System;
- Mentoring from a trusted adult at school. The HsM is the obvious pastoral support for the child, but they are given the opportunity to suggest others who they identify as being of particular help to them;
- Short term target setting;
- A duty or minor responsibility.

In some specific situations we place a child on The Head's List. This is first and foremost a supportive measure. The feedback gathered week by week offers parents, student and school the opportunity to build a picture of classroom experiences and to regularly review any interventions the school is providing in support of a student. Being on the list is not a punishment. Its purpose is to provide a framework around a student to help them, their parents and the school work most effectively together when trying to secure positive outcomes and progress.

### **Formal Systems**

#### **4.1 Rewards**

- **Merits** are awarded to pupils whose work or behaviour impresses teachers. Merits are stuck into the cards that all pupils are issued with and recorded within the exercise book as part of the marking process, if given for academic success.
- Individual departments reward pupils with additional rewards such as **Postcards** sent home or additional **Stickers** or **Stamps** on pieces of work. These awards fall outside the formal system but are, nonetheless, important rewards in the eyes of the community.
- Five Merits earn a **Good Result** which is acknowledged by the child's HsM and Head of Year and is recorded on isams. Parents are notified electronically. Five Good Results earn a WHSmith **Gift Voucher**. The Vouchers are awarded during the last King's Ely Junior School Assembly in each term.
- Individuals who achieve an accolade out of school are encouraged to share news of their success with the community during Monday morning's King's Ely Junior Assembly and in the Junior News each week.
- All pupils who are within approximately the top performing 20% of their year when the Heads of Year examine the Effort Grades awarded, are rewarded with **Certificates** and **Letters which** will be sent to their parents/guardians sharing the news of their success at school.



- **Head's Commendations** are awarded by the Head of King's Ely Junior School to those pupils who demonstrate leadership, individual academic excellence, consideration, compassion or act as excellent role models on behalf of King's. A Head's Commendation will be presented during one of the major assemblies of the year. 5 Merits accompany a Head's Commendation.
- **School Ambassadors** are posts of responsibility awarded by the Head and Senior Leadership Team at KEJ. A badge is worn by the post holder and the responsibilities of the post are assigned to the Ambassadors by the Head in an assembly. These are positions that should be cherished by pupils and can be removed by the Head of KEJ for behaviour that is contrary to expectations of those in these positions of trust.
- **Heads of Houses** are posts of responsibility that are awarded by HsMs following the demonstration of consistent, strong leadership potential over a period of time. Badges are presented to those selected during a King's Ely Whole School Assembly/Service.
- **Colours** – awarded for Sports, Music, Drama and Art. Recommendations made by members of staff responsible for these areas and badges are awarded in Celebratory assembly.

#### 4.2 Sanctions

- There is no general sanction within King's Ely Junior such as a "demerit" and each case is treated individually. There are communication systems to help pastoral and academic teams intervene in a timely fashion, should the need arise.
- Minor breaches of discipline are dealt with in a constructive manner in order to allow the child to correct their behaviour. Sanctions may include a verbal reprimand, a reminder of expected behaviour, loss of free time, letter(s) of apology and loss of privileges.
- Whenever there is an instance of unkind or inappropriate behaviour, it will be addressed. A discussion will take place between the pupil concerned and a member of staff and supportive advice will be offered for the future.
- Where there is a pattern of behaviour developing or more significant examples that need correcting, a range of detentions depending on severity are issued. Details are given in the subsequent sections.
- A pupil may be Monitored by staff over time to ensure that any unkind or inappropriate behaviour has ceased. When more formal records are needed, a pupil may be placed on Behaviour Report, or the Head's List and be issued with a card to take from lesson to lesson for teachers to complete or monitored by the weekly report to the Head of KEJ.

#### 4.3 Academic Performance

- **Academic Detention.** When Prep is not handed in or is late or classwork is unacceptably incomplete, pupils may be required to attend an Academic Detention to complete the work set.
- If a concern is solely academic, pupils may have their academic progress carefully monitored through being placed on Work Report or by being placed on The Head's List.

- If concerns continue despite these forms of support, a meeting will be convened between the parents/guardians and appropriate staff, for example Head of Year, Form Tutor, Head of Learning Support and HsM to determine how the school can best support the pupil concerned.

#### **4.4 Behaviour**

##### **Reflection time**

In Y3-6 behaviour that needs to be recorded but at this stage does not need a formal detention will be managed through reflection time. This is a short period of a morning breaktime where children reflect on how they can correct their behaviour. We account for their age and stage and see this time as a key way in shaping pupils up to Y6. It is not the limit of the sanctions that are issues to the Primary years however and if necessary, in line with the attached appendix we may still issue a detention if the severity of the offence requires it.

##### **Daily Detention**

This is held each day in J16 for low level disruptive behaviour. It may also be the appropriate detention for younger children as they adjust to their behaviour having to be managed with a more formal sanction. Detentions last for either 10 minutes or 20 minutes and are recorded on isams and parents are informed through the information being entered. an appendix illustrates the type of behaviour that will be managed in this way.

##### **School Detention**

For the more serious demonstrations of a lack of discipline, pupils attend a School Detention, held on Friday from 1640-1720. The appendix demonstrates the type of offences that may require this sanction. The detention is recorded on isams and parents informed when the information is entered.

##### **Head's Detention**

For the most serious incidents, a Head's detention may be issued. These are rare and reflect that the pupil needs to consider their behaviour very carefully indeed. Repeated behaviour managed at this level could well result in a suspension. The detention is held at 1640-1720 on Friday but a short meeting with the Head is required in addition. These are recorded on isams and parents informed when the information is entered.

- Should concerns become more acute, a meeting will be arranged involving the Head of King's Ely Junior. Individual Targets or a Contract will be set for the pupil at the meeting, which will need to be achieved within a reasonable timeframe, if the pupil is to benefit from remaining at the school.
- Regrettably, sometimes concerns remain and targets are not met, despite every effort. It then becomes necessary to review if King's can accommodate the needs of the pupil concerned. In these circumstances a further meeting will be convened between The Head of King's Ely Junior, another member of the Senior Leadership Team and the parents of the pupil concerned (the Principal will be consulted).
- The most serious forms of misbehaviour may result in immediate suspension or expulsion (as detailed in the above section).

- So that all members of the community are aware of the Rewards and Sanctions that may be applied, there are charts showing all the rewards and sanctions used in KEJ located around the Junior buildings for students to refer to.
- Bullying of any type will be considered to be peer on peer abuse unless proven otherwise. All forms of peer on peer abuse are unacceptable and will be taken seriously. Sexual violence and sexual harassment will not be tolerated. Serious bullying, where there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm, will be considered a safeguarding concern and must be referred to a Designated Safeguarding Officer.

#### **4.5 Suspension**

- The most serious of offences may result in suspension, requiring the pupil to be temporarily removed from the school, or expulsion. Examples of such offences include physical assault, deliberate damage to property, stealing, verbal abuse, bringing the school's name into disrepute or threatening behaviour towards staff or other pupils, persistent disruptive behaviour in class, sexual misconduct, drug or alcohol abuse, being in possession of an offensive weapon or inappropriate digital material, proven to have made malicious accusations against school staff or each other<sup>3</sup> and any other illegal act (this list is not exhaustive). Suspensions will, under normal circumstances, be for a limited period as it is important that the pupil's education is resumed without unreasonable delay. Alternatively, an internal suspension may be issued whereby a pupil works under supervision away from the rest of the school.

#### **4.6 Interviews and investigations**

An investigation and subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures. Please see Appendix 1, section Diii for details.

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<sup>3</sup> Please refer to the King's Ely Whistleblowing Procedure

## 5. King's Ely Acremont

At King's Ely Acremont, the ethos is that of positive behaviour management; all children are encouraged to respect themselves, their peers and adults in the school and in the wider community<sup>4</sup>. Staff will always behave in a way which sets a good example to the children. Good behaviour, effort, achievements, acts of kindness and courtesy are all identified, shared with others and rewarded. The Head of King's Ely Acremont has overall responsibility for behaviour management at King's Ely Acremont and King's Ely Acremont Nursery. All behaviour issues or concerns are shared with parents in the very early stages of identification. Proactive approaches offering support through key adults is adopted. The consistency of approach, and monitoring of the recording of incidents, is through the weekly KEA/N staff meetings. New staff are inducted to the recording of incidents, the use and application of Policy by the Head of Section and or mentor. All entries to the behaviour log on iSAMS are monitored by both the Head of Section, and or the Head of EYFS in respect of the nursery.

### 5.1 Rewards

- A **Kindness Cup** is given out weekly in assembly, with the reason for it being awarded; thereby reminding all children what is expected of them.
- **Merit Certificates** are given out in assembly for effort and achievement and also for kind behaviour.
- **Reward Stickers** are given out to Reception children whenever they are praised by a teacher for their good work or behaviour.
- As the children progress through Reception, they are also rewarded with **House Points**. This continues in Years 1 and 2. House Points are collected each week and a House Cup is given out in assembly to the House gaining the highest number of points.
- Every fortnight, pieces of '**Gold Work**' known as the 'Golden Crown' (work which is considered to be excellent for a particular child) are identified in assembly, with the reason given, and then the item is displayed prominently in the foyer of school.
- A **Singing Cup** is given out each week to celebrate an individual's enthusiasm, participation, ability or improvement.
- A **Creativity Cup** is awarded fortnightly, to a child, to celebrate either developing skills or a piece of work that demonstrates thoughtfulness and creativity.
- **Rewards Postcards** are sent by the Head to children for outstanding work, or social contribution.

### 5.2. Support

- Children are supported by staff to behave well, show consideration and kindness towards others. This is through assemblies, circle time and is underpinned by all interactions between the adults and children.
- Stickers are used to support some children to encourage them to show kindness and consideration to others. These are called behaviour charts.

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<sup>4</sup> Please see Appendix One: [KEA Behaviour Statement](#)

- The Community Welfare Adviser can support individual children who have been identified as needing support.

### **5.3 Sanctions**

- At King's Ely Acremont each case is treated individually. All work is restorative in approach.
- Class teachers involve the Head in any matters of concern, and parents are involved in partnership from any level of shared concern.
- Sanctions which are appropriate may be used in consultation with the Head and in line with the Aims of King's Ely and in accordance with the whole school behaviour policy.
- When a child exhibits inappropriate behaviour of any kind, it will be addressed. A teacher will hold a **Discussion** with the pupil, explaining the reason why the behaviour was considered inappropriate. The Head and Parents are informed where this is deemed to be concerning or unacceptable.
- Children who do not behave in a considerate way towards each other or hurt each other may be asked to stay with a supervising adult or not be allowed to play for a short period when outside in the playground and/or write a letter of apology. They may be kept inside with their class teacher or supervised by the Head. In such cases parents will be informed and records will be kept on iSAMs.
- Discussions may well be followed up in **Circle Time** or time spent talking as a group within the class.
- Frequent acts of unkind or inappropriate behaviour will result in discussions with parents, with a view to staff and parents deciding together how to help the child modify the unacceptable behaviour. In this event, a **Daily Log Book** will then be used to record behaviour with praise offered for any improvement. A Personal Behaviour Plan would also be drawn up which Parents and the Head would agree and monitor with the class teacher.
- Children may, if persistently disruptive to their own learning or that of others, be moved to work in another class, or with a TA for a short period of time. This would be shared with parents and is only if no improvement is shown following other interventions.
- Persistent behaviour problems will be discussed with the Head of King's Ely Acremont and whilst extensive support will be offered, there could be a situation where, following discussion with the Principal, parents may be advised that King's Ely Acremont is not a suitable environment for their child.

## 6. King's Ely Nursery

At King's Ely Nursery we believe that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. All staff act as positive role models for the children.

All behaviour issues or concerns are shared with parents in the very early stages of identification. Proactive approaches to offer support through key adults are adopted.

### 6.1 Rewards

- Good behaviour and positive actions and attitudes are recognised and praised.
- Acts of helpfulness or kindness are rewarded by a sticker.
- Stickers are rewarded to children for all aspects of significant effort or good behaviour.
- Parents can contribute their own positive comments about behaviour or achievement at home on our 'You are a Star' display. Praise is then given by Nursery staff, either to the child individually or in a group situation, if appropriate.

### 6.2 Support

- Where there is a concern about behaviour, children in the Nursery are supported by staff to behave well, show consideration and kindness towards others. This is through assemblies, circle time and is underpinned by all interaction between the adults and children.
- A parents' lending library in the Nursery stocks books on behaviour management strategies for parents to borrow and read at home.
- Sticker charts are used to support some children to encourage them to show kindness and consideration to others.
- The Community Welfare Adviser can support individual children who have been identified as needing support.
- Outside agencies, such as the community nursery nurse, may be used to give further advice to parents and to support them with managing behaviour at home.

### Sanctions

*How a particular type of behaviour is handled will depend on the child's age and level of development*

- Corporal punishment of any kind will never be administered or threatened.
- Negative behaviour will be met with apparent disappointment followed, if required, by private reprimand.
- Reprimands will be based on an explanation of why the offending behaviour is unacceptable. Discussions with children will take place respecting their level of understanding and maturity, and it will always be made clear that it is the behaviour, not the child, that is unacceptable.
- Reversals of the situation will be used in a restorative manner to encourage empathy, sympathy and understanding.
- Where appropriate an apology will be recommended and supported by the member of staff dealing.
- Children will be directed towards another activity if appropriate.
- Minor incidents may be discussed in Circle Times.

- Further sanctions will, whenever practical, be preceded by a warning and be appropriate to the situation, These may include:
  - i. Exclusion from a particular activity
  - ii. Loss of privilege.
  - iii. Expulsion from the group for up to one minute.

### **6.3 Persistent inappropriate behaviour**

Persistent inappropriate behaviour will be reported to the parents at the discretion of the Head of Nursery, who will discuss with the parents the nature of the behaviour. Reasons for the behaviour will be sought and tactics for addressing the problem will be discussed to ensure that a consistent approach is adopted at home and at school. Further meetings will be arranged to discuss progress. A daily log (ABC form) may be completed and shared with parents.

### **6.4 Serious incidents**

In the event where a child's behaviour involves aggressive actions towards other children or staff, or is assessed a danger to the child, a risk assessment will be completed. Physical intervention is allowable to avert immediate danger and/or personal injury and this will be recorded in the Physical Intervention file. Parents will be informed of the need for physical intervention on the same day or as soon as reasonably practical.

Persistent behaviour problems will be discussed with the Head of King's Ely Acremont and the Head of Nursery and whilst extensive support will be offered, there could be a situation where parents may be advised that King's Ely Nursery is not a suitable environment for their child. In these instances, the Principal of King's Ely will be consulted.

## APPENDIX 1:

### A. Boarding Pupils

King's Ely is a Boarding School and therefore adheres to the National Minimum Standards for Boarding Schools and, as such, all staff and boarders will be aware that excessive and idiosyncratic punishments (such as punishments intended to cause pain, anxiety or humiliation, deprivation of access to food or drink, enforced eating or drinking, prevention of contact with parents or any appropriate independent listener or helpline, requirement to wear distinctive clothes as a punishment, use or with-holding of medical, optical or dental treatment, deprivation of sleep, fines, or locking in a room or area of the building) are completely unacceptable and will not under any circumstances be tolerated.

### B. Corporal Punishment

Corporal punishment is outlawed for all pupils in all schools; the law forbids a teacher or other member of staff from using or threatening any degree of physical contact that is deliberately intended to punish a pupil or that is primarily intended to cause pain or injury or humiliation nor any punishment which may adversely affect a child's well-being. Teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances (for example, to avert immediate danger of personal injury). Other staff may do so, in the same way as teachers, provided they have been authorised by the Principal to have control or charge of pupils. With this in mind, all staff at King's Ely will be aware of the policy on the *Use of Reasonable Force to Control or Restrain Pupils*.

### C. SEND and Welfare<sup>5</sup>

All staff at King's Ely are aware of the need to make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND. No punishment will breach any other legislation (for example in respect of disability, special educational needs, race, religion and other equalities and human rights) and it must be reasonable in all circumstances.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case, staff will follow procedures as set out in the Safeguarding (including Child Protection) Policy. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

The school works with other local agencies to assess the needs of pupils who display continuous disruptive behaviour, and liaises with such agencies to provide such pupils with support.

### D. Disciplinary Investigations

**Di. Ethos:** An investigation and subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.

The overriding concern of the Principal, Heads of Section, Governors and staff of King's Ely is that the pupil body be allowed to live and work in a place of safety, free from physical and emotional threat and inappropriate peer pressure. On the rare occasion when issues arise that jeopardise this culture of a 'place of safety' (both in the real and online world), it may be necessary to question pupils involved about their conduct and behaviour in order to reach a satisfactory understanding of events so that

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<sup>5</sup> Please refer to the Safeguarding (including Child Protection Policy) and the Equal Opportunities Policy for further information on the safeguarding of and respect for pupils with SEND.



appropriate action may be taken. At any point during an investigation, notes may be taken to verify that the record is accurate. Under such circumstances, the pupil(s) involved may be asked to sign the record. It is likely that witnesses will also be interviewed.

### **Dii. Precautions will be taken to prevent collusion between pupils involved**

This may mean that pupils will be separated and be kept under supervision until such time as it becomes possible to interview them. Waiting will be kept to a minimum and pupils will be provided with refreshments and reading material if appropriate. All digital devices will be taken away during this period, and, if it is believed that such devices may contain evidence, they may be held until such evidence has been examined.

### **Diii. Interviews and investigations**

- Following an incident or allegation, a pupil may be interviewed informally by a member of staff to establish if there are grounds for a formal investigation. A formal investigation may be necessary for more serious incidents where the facts are disputed.
- If appropriate, the pupil will be asked to produce a separate, written account of events in his/her own words. This should be signed and dated.
- Witnesses may be asked to give a written account of the incident, or the main points of a verbal statement should be recorded, read over by the witness and signed with date and time.

### **For the most serious cases the following protocol will apply:**

- For serious incidents (where suspension, requirement to leave or expulsion is a possible outcome), a thorough investigation will be conducted by a senior member of staff. The pupil will be informed of the allegation and the evidence supporting it.
- In a case which is likely to result in suspension, removal or expulsion the parents (or guardian) of the pupils suspected to be involved will be notified at the earliest practical opportunity.
- If a pupil is interviewed formally about an incident or rumour, arrangements will be made for him/her to be accompanied by a parent/ guardian (if available in a reasonable timescale) or by a member of staff of his/her choice. A written summary of the interview will be recorded.
- The final hearing of the case will be conducted by the Head of Section (or by a senior member of staff who has not been involved in the investigation). If the recommendation is expulsion or the removal of the pupil from the School, the decision will be referred to the Principal;
- Parents may request a Governors' Review of a decision to expel or remove a pupil. The request should be made in writing as soon as possible and in any event within seven days of the Principal's decision.
- The pupil shall be suspended from School pending the outcome of the Review. The parents will be provided with a copy of the Review Procedure in force at the time.

### **E. Records**

A record is kept of all significant rewards given and disciplinary measures taken. Detentions, Suspensions and Exclusion are recorded electronically.

## F. Searching

In a case where the School has strong suspicions of serious misconduct, searches of a pupil and/or their working or, if a boarding pupil, living area, may be made.

Permission for a search will normally be sought from the pupil, who will be offered the opportunity to reveal any items or information at this time. However, the Principal or any staff authorised by her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may be in possession of a prohibited item<sup>6</sup>. The member of staff conducting the search: may not require the pupil to remove any clothing other than outer clothing (i.e. clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear); should be of the same sex as the pupil; and should ensure that a witness (also of the same sex) is present. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff;

When appropriate, the pupil's parents or guardian will be informed that a search is going to take place and, within reasonable timescales, will be invited to attend said search. Until the search has taken place, access to the area to be searched will be restricted. Searches will normally be done by a senior member of staff in the presence of another member of staff and the pupil and/or parent and guardian should they choose to attend. A record will be kept of any searches carried out, including the reason for the search, who was present and whether anything was found.

If the search involves a digital device which it is believed may contain inappropriate or illegal material, staff may examine and erase any data or files on the device if they think there is good reason<sup>7</sup> to do so. If inappropriate material is found on the device, it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether that material is of such seriousness that it requires the involvement of the police. Any indication that a child has suffered from peer on peer abuse, including being coerced to send sexual images, 'sexting' and teenage relationship abuse, the matter will be dealt with under the child protection procedures outlined in the Safeguarding (including Child Protection) Policy.

## G. Confiscation

Items banned from school, will be returned after a set period of time, as agreed by the HsM/Class teacher.

- Banned items such as pornography, tobacco, alcohol will be destroyed.
- Banned substances, knives (if thought to be a weapon) and weapons may be handed to the police.
- Stolen items will be handed to the police or returned to the owner (or disposed of if returning them to their owner is not practicable), if there is a good reason to do so.

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<sup>6</sup> Prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; smoking materials including e-cigarettes; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil). (DfE "[Searching, Screening and Confiscation – Advice for headteachers, school staff and governing bodies](#)" February 2014)

<sup>7</sup> "In determining a 'good reason' to examine or erase data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules" (DfE "[Searching, Screening and Confiscation – Advice for headteachers, school staff and governing bodies](#)" February 2014)

## APPENDIX 2: KEA BEHAVIOUR STATEMENT

### The Spirit of King's

We believe that part of what makes our school a happy and rewarding place to learn and work in are the manners and mindfulness we demonstrate in our relationships each day.

Our rules are simple and place kindness and consideration at the heart of what we do. At King's there is an acceptance that all of us are different, each of us shines at something and that we all need support in some shape or form at times.

#### At King's Ely Acremont, we show our Spirit by:

Helping each other and show kindness to all  
Not leaving people out or permitting any unkindness to go on  
Working hard with all our teachers and parents  
Always trying our very best  
Showing respect for those with different experience  
Valuing all members of our community equally  
Working hard in support of charities  
Making time for each other  
Behaving well and showing respect to each other and visitors  
Showing politeness and good manners at all times

**Little things go a long way...** We hold doors open for adults and each other, we stand when a guest enters a room, we look people in the eye and greet them with a smile, we say "hello" when we see one another for the first time each day, we speak up if something is wrong, we do what we say we are going to do, we show courage when we feel challenged and we celebrate successes together...

**....our actions speak louder than our words.**

