

KING'S HOUSE SCHOOL

BEHAVIOUR POLICY



Policy date	January 2026
Date ratified	January 2026
Ratified by	Mrs J Christie (Executive Head)
Review date	January 2027
Related policies	Safeguarding, Health and Safety, Anti-Bullying

Aims and expectations

At King's House School, we believe that children flourish best when their personal, social and emotional needs are met, and when clear, developmentally appropriate expectations for behaviour are consistently applied.

We are a caring community built on mutual trust and respect. This behaviour policy supports all members of the school in living and working together positively and aims to create an environment in which everyone feels happy, safe and secure.

The primary aim of this policy is to promote a calm, purposeful and happy atmosphere that supports effective learning. In addition, the policy seeks to:

- Foster positive and caring attitudes, where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline so that each child accepts responsibility for their own behaviour.
- Ensure a consistent approach to behaviour across the school, with parental cooperation and involvement.
- Make boundaries of acceptable behaviour clear in order to ensure safety.
- Raise awareness of appropriate behaviour.
- Promote a shared sense of direction and common purpose among pupils, staff and parents.

The school rewards good behaviour as a means of developing an ethos of kindness and cooperation. This policy is designed to promote positive behaviour rather than simply deter unacceptable behaviour.

Values

Our school values were chosen in consultation with pupils and staff. We aim for children to participate fully in society by demonstrating these values through their actions and interactions. Each month, a different value is highlighted.

Month	Value
September	Friendship
October	Honesty
November	Empathy
December	Respect
January	Resilience
February	Confidence
March	Kindness
April	Appreciation
May	Courage
June	Justice
July	Positivity

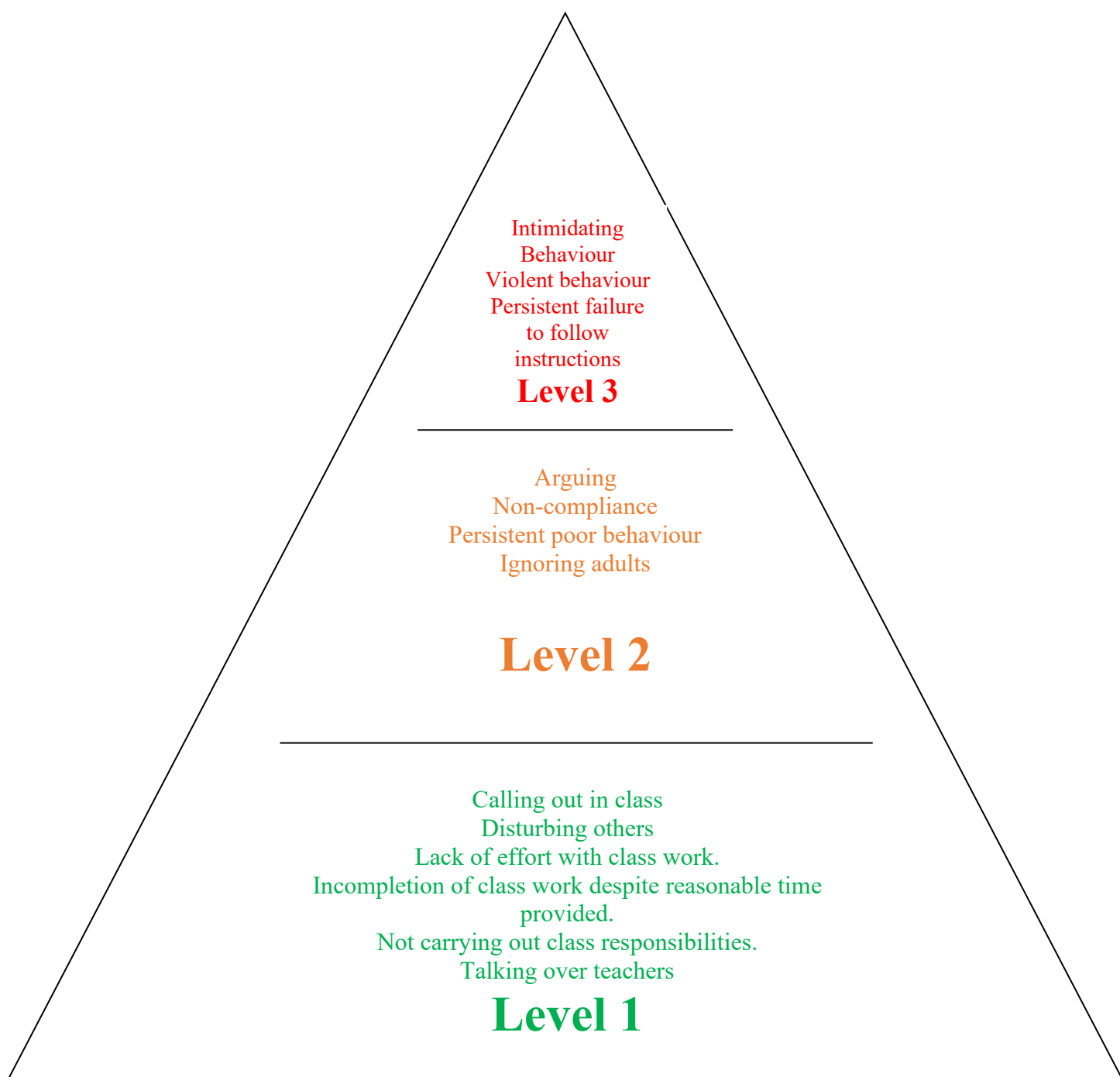
Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways. Our Reward and Sanction chart is displayed in every classroom for the children to be reminded of the School's expectations.

The School employs a number of sanctions to enforce the School rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

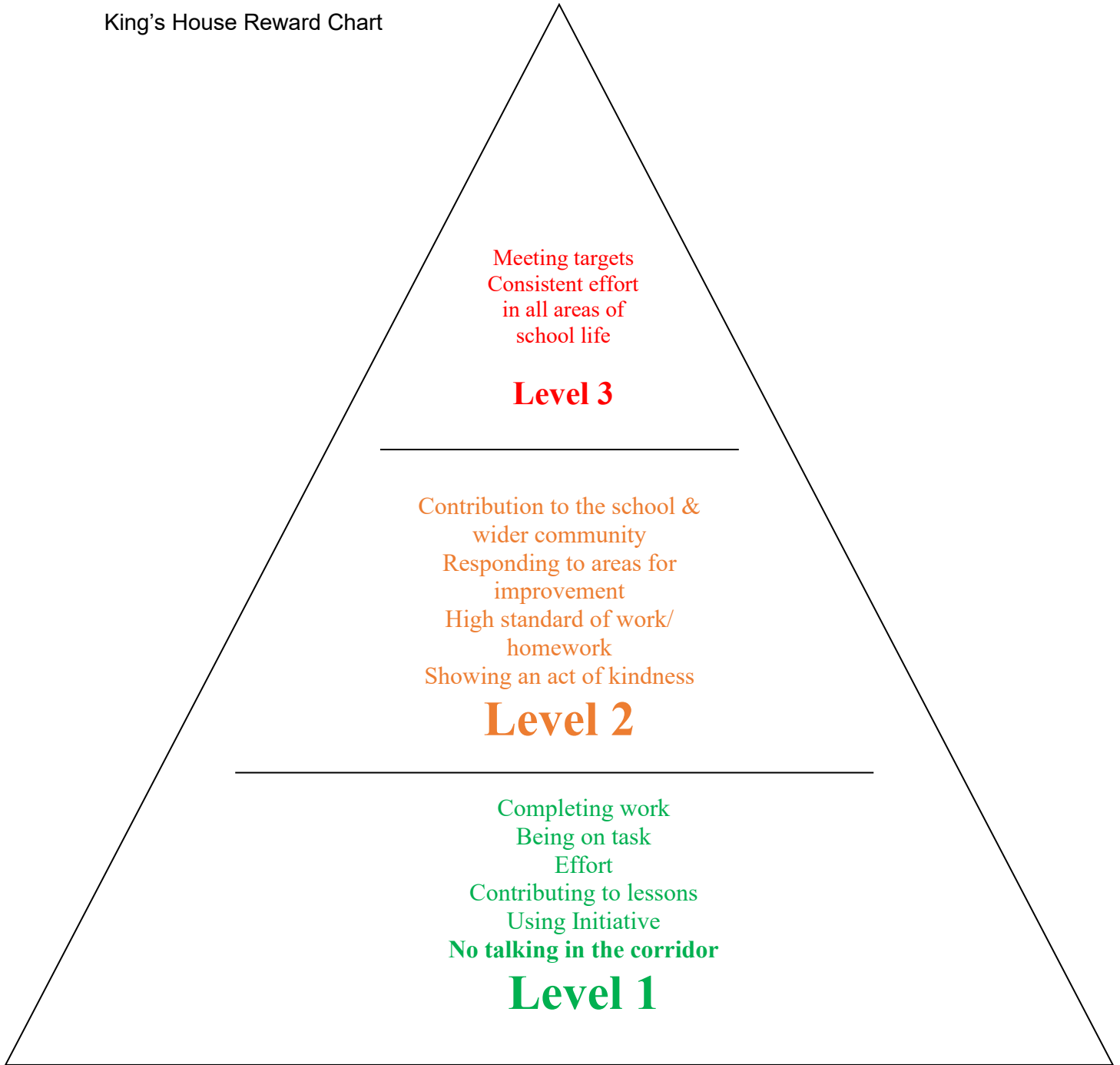
We expect children to listen carefully to instructions in lessons and to try their best in all activities. The following sanction chart is used from Reception through to year 6.

King's House Sanction Chart



Level 3	Parents to meet with the Executive Head to discuss the behaviour improvement plan. Log on CPOMS. -3 Dojo Point for one instance of Level 3 behaviour or after three level 2 incidents in one day. Head of behaviour to discuss with pupil, teacher to inform parent.
Level 2	Visit to Head of Key Stage, parents to meet with a member of SLT and class teacher to discuss behaviour. Log on CPOMS. -2 Dojo Point for one instance of Level 2 behaviour or after three Level 1 incidents in one day. Head of behaviour to discuss with pupil, teacher to inform parent.
Level 1	Verbal warning; in class reflection during break time, inform parents (if necessary). Logged on CPOMS. -1 Dojo point. (redeemable if behaviour improves.)

King's House Reward Chart



Level 3	a visit to Executive Head; individual rewards are presented at Speech Day; special responsibilities are given
Level 2	a visit to Head of Key Stage for commendation; a written comment on a pupil's work; a public word of praise (in front of the whole School);
Level 1	a public word of praise (in class); teachers congratulate children for work/behaviour; certificates, stickers and badges are awarded; house points are distributed to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in School; star of the week certificate.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher logs the incident on CPOMS and follows procedures from the School's Anti Bullying policy. It is the responsibility of the Executive Head to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. Parents have a responsibility to support the School's Anti Bullying policy and to actively encourage their child to be a positive member of the school.

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend School free from fear.

If a child repeatedly acts in a way that disrupts or upsets others, the School will contact the child's parents/carers and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the School rules with each class. In addition to the School rules, each class also has its own classroom code of rewards and consequences, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the School knows the standard of behaviour that is expected. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or other appropriate occasions.

Staff will use the practices of restorative justice to encourage resolution of disagreements between pupils in order to de-escalate.

All behavioural incidents will be recorded on CPOMS.

All members of staff, through the Staff Handbook, are made aware and guided by the regulations regarding the use of force by teachers, as set out in DFE (July 2013) Guidelines "Use of reasonable force" document. This document remains in place until 31.03.26. From 01.04.26, the guidance followed will be as set out in the document 'Restrictive interventions, including use of reasonable force, in schools' April 2026 which staff are made aware of. The Governing body have also been made aware of the statutory guidance section in relation to recording and reporting. Recording of such incidents will be via CPOMS.

[Use of reasonable force and other restrictive interventions guidance](#)

We will not give corporal punishment to any child and will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

We will not threaten corporal punishment and will not use or threaten any punishment which could adversely affect a child's well-being.

The named lead for Behaviour is Mrs J Christie (Executive Head)

The role of the class teacher

It is the responsibility of the class teacher to ensure that the School rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Class teachers in the School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help, support and advice from the Key Stage Lead. Should this continue further, advice will be sought from the Executive Head.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Executive Head

The Executive Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Executive Head keeps records of all reported serious incidents of misbehaviour.

The Executive Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The role of parents

The School works collaboratively with parents, so children receive consistent messages about how to behave at home and at School.

We expect parents to support their child's learning, and to co-operate with the School, as set out in the Standard Terms and Conditions. We try to build a supportive dialogue between the home and the School, and we inform parents if we have concerns about their child's welfare or behaviour.

If the School has to use reasonable sanctions to discipline a child, parents should support the actions of the School. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Executive Head. If these discussions cannot resolve the problem, parents will be referred to the Concerns and Complaints Policy, available as a separate document and also in the Parents' Handbook.

Fixed-term and permanent exclusions

The Executive Head has the power to exclude a pupil from School. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one School year. They

may also exclude a pupil permanently. It is also possible for a fixed-term exclusion to be converted into a permanent exclusion, if the circumstances warrant this.

If a pupil is excluded, the Executive Head will inform the parents immediately, giving reasons for the exclusion. At the same time, the Executive Head will make it clear to the parents that they can, if they wish, appeal against the decision. The School informs the parents how to make any such appeal.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.

Searching, Screening and Confiscation

At King's House School, we follow the DfE 'Searching, Screening and Confiscation at School' guidance 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/Searching_Screening_and_Confiscation_at_School_Guidance_2022.pdf)

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- 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 property of any person (including the pupil)
- an article specified in the Schools Specification and Disposal of Articles Regulations 2012 - tobacco and cigarette papers, fireworks, pornographic images

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Monitoring

The Executive Head monitors the effectiveness of this policy on a regular basis. The Executive Head keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Any reported instances of behaviour issues, bullying or racism are investigated and records are retained.