Kelmscott School

"Putting learning first"

Positive Behaviour for Learning Policy

Incorporating Anti-Bullying

November 2025

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Aims

All members of the Kelmscott school community have the right to be treated with dignity and respect. All members of the school community have the responsibility to uphold this policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Excellent behaviour is central to educational success and success in future life.

Behaviour beliefs

- Everyone at Kelmscott will be courteous, kind and respectful so that we all feel safe and secure
- Rules and boundaries about behaviour and learning will be clear so that everyone knows what is expected both in and out of the classroom
- Teachers will have high expectations of all students so that everyone makes maximum progress
- All students will be expected to become increasingly independent and less reliant of the teacher so that confidence increases

Definitions

Excellent behaviour - When students consistently demonstrate respect, responsibility, and readiness to learn. It is shown through positive attitudes, cooperation with staff and peers, active engagement in lessons, and adherence to the school's rules and values both in and out of the classroom.
Misbehaviour - Disruption to learning, refusal to follow instructions, lateness, or incorrect uniform.
Serious misbehaviour – Repeated breaches of school rules, bullying, discrimination, vandalism, theft, fighting, sexual harassment, or possession of banned items (e.g., knives, drugs, vapes, fireworks, pornographic images).
Prohibited items – Knives, weapons, alcohol, illegal drugs, stolen items, tobacco, e-cigarettes, fireworks, or any item likely to cause injury or damage.

Success Criteria

The school behaviour policy is applied in a consistent rigorous and non-discriminatory way with due regard to the Equalities Act 2010.

We will use various criteria to judge behaviour management in school including

- Externally verified judgements of behaviour
- Reductions in fixed term suspensions
- A reduction in recorded incidents of behaviour that disrupts learning
- All year groups judged to be making good or better progress in their learning

Safeguarding

If there are concerns about a child or young person's behaviour, it is the responsibility of key staff (eg safeguarding, pastoral and behaviour leads, SENDCo) to communicate with each other and to explore the context more widely. These concerns may arise if there is a marked change in the behaviour, the child or

young person seems unusually withdrawn or isolated or if the frequency, persistence or severity of the behaviour makes it difficult to manage through the consistent application of school procedures. Information should be collated, including a chronology of behaviour incidents and, where possible, family history compiled. This will include checking the student's file, contacting previous schools and sibling's schools (where relevant) and meeting with parents/carers. Please refer to the Safeguarding Policy for comprehensive information

Roles and Responsibilities

Students are expected to take responsibility for their own behaviour, to enable staff to teach and promote learning without interruption or harassment. Students have a responsibility to report incidents of disruption, bullying and harassment and as much as possible support each other. Please seee Appendix 2 *Kelmscott School Student Code of Conduct* for more information.

Staff will be responsible for ensuring the policy and procedures are followed consistently and fairly. Staff should work together and be mutually supportive of each other and support the Headteacher in effectiveness of the policy and procedure.

Senior and Middle Leaders are responsible for monitoring behaviour within their area and supporting staff where necessary. Leaders also have the responsibility of ensuring incidents and achievements are recorded in the SIMS system in accordance with the consequences ladder and all of the staff they work with are shown how to use the system.

Headteacher will be responsible for ensuring the implementation and day to day management of the policy and procedures and with the rest of the senior leadership team will support staff faced with challenging behaviour.

Parents and Carers will take responsibility for the behaviour of their child inside and outside the school. Kelmscott recognises the importance of a close relationship with Parents and Carers to maintain high standards of behaviour and asks for their support in reporting any incidents they are aware of and supporting the school in applying sanctions as necessary. Please see Appendix 4 *Kelmscott Home-School Contract, Parent/Carer Commitments* for more information.

The Governing Body will review and approve this policy, monitor effectiveness, hold the Headteacher accountable for proper implementation. The Governing Body will also support Kelmscott in maintaining high standards of behaviour.

The Governing Body, Headteacher and staff will ensure that the policy is applied fairly and there is no discrimination on any ground. Grounds for discrimination may include ethnic, religion, gender, disability or sexuality; this is not an exhaustive list. Vulnerable students including looked-after children, children with special educational needs, physical or mental health needs will be offered behaviour support strategies where necessary.

Expectations inside the classroom

At Kelmscott school we recognise the concept of 'behaviour for learning', by that we mean all students, when in lessons should be fully engaged and participate in their learning. They should follow all the school rules and the four principles as displayed in all classrooms. Students who do not follow these rules will be sanctioned in accordance with the Consequences Ladder.

There are two non-negotiables at Kelmscott School:

1. Refusing to follow an adult's instructions
2. Answering adults back

Students will be isolated immediately if they do not respond quickly to a **first and final** warning about the non-negotiables.

When students behave well and when they participate in lessons and engage in activities they will be rewarded in accordance with the Rewards Ladder.

Expectations outside the classroom

Students are expected to adopt considerate behaviour towards others around the school, between lessons and at break and lunchtimes. The non-negotiables as stated above are relevant outside the classroom as well as inside the classroom. The Consequences Ladder clearly states the behaviour expected in school together with the sanction if these expectations are not met.

Students who display high levels of behaviour, who participate in co-curricular activities or represent the school at internal or external events will be rewarded in accordance with the Rewards Ladder.

Expectations outside school

Students are expected to be responsible citizens of the local community and good representatives of the School. Poor behaviour travelling to and from school, on any trip or visit, or any other situation which can be connected to the school will be treated as if it occurred inside the building. Students are expected to behave in a way that projects a positive image of the school and use language and behaviour that is appropriate and respectful of others.

Students are expected to follow the same code of conduct outside school as they do inside school. Students who are unable to maintain considerate behaviour, in situations outside of school, will be sanctioned according to the consequences ladder.

Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff will contact the headteacher to try to determine why the student is refusing to comply. A refusal to cooperate in a search is at C8 on the consequence Ladder/a permanent exclusion.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Rewards and Awards

Any sanctions used in Kelmscott will have a greater impact if students see there are also many positive rewards for working and behaving well. With this in mind, we aim for a ratio of 5 rewards to every 1 consequence point.

The rewards available are listed on the Rewards Ladder (Appendix 5), these include:

Verbal praise

Regular praise in the classroom is a great motivator. It helps create a positive ethos amongst students and a sense of pride in their achievements. A sense of competition in the classroom, if managed in a positive manner, can also motivate students to progress and achieve more. Displays in corridors and in the classroom can also create a positive physical environment within the room, inviting other staff in to see displays or listen to presentations may also heighten the sense of pride students may feel about the subject and their work.

Contact with home

This is a method that students appreciate and has an impact on building relationships, contact can be made with home either by phone call, letter or postcard home.

Celebration assemblies

These are held at the end of each term and are an opportunity for the year team to celebrate achievement within the year group. Whilst each HOY and their team decide the format of the assembly they will often include students of the term, recognition of attendance and punctuality, and achievement in subject areas.

Other rewards include an outdoor cinema experience, a pizza party, an early lunch pass and a Headteacher's lunch.

Student roles of responsibility

Students who prove to be good role models to others in the school may be given the privilege of being prefects in year 11. They take on additional duties and wear a different coloured tie to make them a visible example; they also have benefits such as being able to get into lunch quicker. Students in all years may be voted for in their forms to become school council representatives and sports captains. These roles come with responsibilities and benefits. We have recently introduced STORM Ambassadors.

Sanctions

All staff should follow the Consequence Ladder (Appendix 6) when dealing with incidents of indiscipline to ensure that sanctions are used in a fair, consistent and proportionate manner. All sanctions are intended to resolve poor behaviour and to encourage students to recognise and own their behaviour.

Staff should attempt to de-escalate all situations and remain calm and measured throughout using the techniques and language set out in the Behaviour Management De-escalating document. (Appendix 1)

It is the responsibility of classroom based staff to deal with any problems of indiscipline which have occurred in a lesson. Staff should use the on-call system if a student has not responded to a first and final warning when displaying non-negotiable behaviour. The on-call teacher will remove and isolate the student but the classroom teacher must ensure they meet with that student for a restorative conversation while the student is isolated.

Other possible sanctions for poor behaviour both inside and outside the classroom are clearly specified on the Consequences Ladder and include:

Detentions

Detentions can be given by all members of staff and maybe at break time or lunchtime. More serious incidents of poor behaviour will be sanctioned by Head of Department detention after school, or a Head of

Year Detention after school. These detentions are for one hour which can be reduced to 45 minutes if the student arrives on time, behaves well and brings enough work to do in the detention.

Continued poor behaviour or more serious incidents may be punished by a Senior Leadership detention on Friday for 1.5 hours.

Some behaviours may result in a Headteacher Saturday Detention. Students will attend in full school uniform for 2 hours and should be brought to the detention by a parent or carer.

Students and parents/carers will be informed of all after school detentions lasting for longer than 20 minutes.

Late detentions

If a student arrives late to school (after 08:40) the student is placed in a 1-hour detention that night after school from 15:15 – 16:15. Prompt arrival to the detention and exemplary behaviour will mean the student can leave after 45 minutes. Parents will receive notification to inform them of the detention.

IC placement

Students who are isolated for displaying non-negotiable behaviour will spend 24 hours in the Inclusion Centre in the first instance. Students are given two warnings before being removed by a member of SLT

Non negotiables are

- Not following a teacher's instructions
- Answering back to an adult

The IC also provides another sanction before suspension and gives and opportunity for vulnerable students to serve a sanction while remaining in school. Other serious incidents may result in a placement in the IC for a period of time. These placements include break and lunchtime. Referrals to the IC are made via the senior member of staff responsible for the IC.

Temporary placement at another school

If after several placements in the IC there is no sustained improvement, a temporary placement in a neighbouring school's IC will be sought to allow a period of respite and reflection.

Fixed term suspension

This is the most severe sanction we can impose. It should only be considered in extreme cases, where other forms of sanction and support have been tried or when there is a serious one-off incident. A student may be given a fixed term suspension for a variety of reasons including bringing the school into disrepute or if allowing the child to stay in school would be detrimental to other students/staff. All suspensions are at the discretion of the Headteacher or in their absence the Deputy Headteacher. It is essential that the relevant paperwork is collected before asking the Headteacher for a fixed term suspension. Work will be set by the HOY for students who are suspended, and can be placed on Google Classroom at the request of the teacher. On their return to school students may go into the IC and the IC manager should be warned to prepare for the admission on their return. Staff involved in the return from suspension meeting should ensure that the student and their parents/carers understand why they have been suspended and what will happen on their return.

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff or other students

Governors warning

A student who has received several suspensions may be given a final governors warning, before presentation to the inclusion panel

Managed move/Inclusion Panel

If there is no sustained improvement and all support measures have been exhausted, or there is a serious one off incident, the Headteacher may contact another Headteacher to negotiate a managed move to another local school. If this is not possible, there will be a referral to the Fair Access Panel (FAP) who will recommend either a period of time at a PRU or placement at another mainstream school.

Study Leave

Under **Regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024**, students may be granted authorised leave ("study leave") for the purpose of preparing for public examinations. The Headteacher may place a student on study leave if they **fail to meet the school's expectations or engage in serious or repeated misbehaviour** during the *exam preparation period*. This is intended to maintain a safe and productive learning environment while ensuring that all students can prepare effectively for their examinations. The **decision of the Headteacher is final**, and parents will be informed in writing when study leave is applied in such circumstances.

Changes of tutor group

In exceptional circumstances, Head of Year/SLT will need to move students from one tutor group to another for a variety of reasons. Occasionally such a change will involve moving a child from one half of the year band to another (eg K, E, L or M to S, C, O or T). The movement of this child should be done in such a way as to improve the balance of abilities/needs/learning styles across the whole cohort of students. Where students are moved from one tutor group to another the necessary evidence that led to this decision being made should exist in the child's file. A copy of the letter to the parents/carers informing them of the decision, or a record of the meeting with the parents/carers should be kept in the student's records. Heads of Department should be informed of these decisions where these student movements have an effect on teaching groups within their department.

Bullying and harassment

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

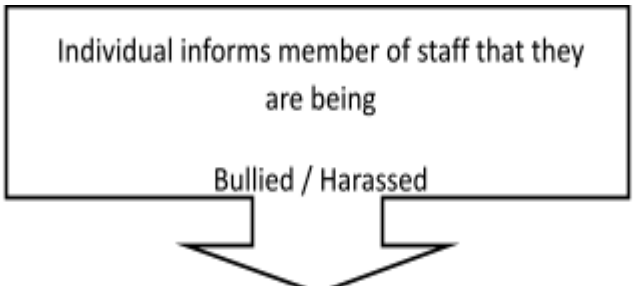
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying behaviour is unacceptable, in any form, and Kelmscott has a zero tolerance attitude to bullying. All students have a right to be educated without fear, harassment or degradation and staff in the school have a right to work without any fear of the same. Bullying and harassment must always be reported, investigated and monitored to ensure that everyone feels safe and are able to learn effectively.

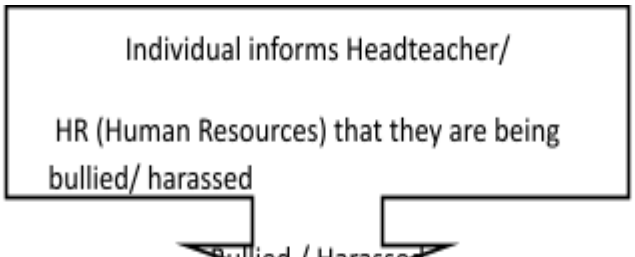
TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Staff and Parents/Carers will be informed of signs to look for if someone is being bullied; students will have specific lessons regarding bullying, and assemblies and tutor activities to remind and update knowledge. If Parents/Carers are aware of any incidents of bullying they should notify the school. In some instances, the School Police Officer will be involved in investigations and the school will support the Police if they require any information. The charts below are flow diagrams for staff and students regarding reporting bullying and harassment incidents.

Student Bullying & Harassment Flow Chart



Staff Bullying & Harassment Flow Chart



Behaviour code of conduct for staff

The School's aim is to offer a high quality education to students and to do this we have expectations of staff behaviour. All staff should be treated with respect and courtesy and everyone is entitled to be treated fairly.

Staff are expected to behave in a way that reflects well on the school, working at all times within the law and according to school and LA procedures. Staff should not deliberately behave in a way which brings the school into disrepute.

Effective schools are places where staff work together; discrimination in any form will not be tolerated. Staff are expected to work together showing respect, courtesy and helpfulness regardless of the member of staff's position in the school. Staff should not censure other staff or criticise them in front of students. When staff leave a post they are expected to leave documents and records in good order, to facilitate the work of the person taking over the position and the smooth running of the school. Staff should carry out reasonable and lawful requests made by senior staff to the best of their ability and senior staff should support and encourage staff in their training and professional development, and with any concerns they may have. Further information can be found in the Code of Conduct.

Teaching staff are expected to adhere to the teaching standards and teacher code of conduct. (Appendix 3)

Complaints procedure

Any complaints regarding the application of this policy should be made to the Head teacher following the relevant complaints procedure, available on the school website www.kelmscottschool.co.uk

Monitoring and evaluation

Behaviour within the school is monitored through various means. Heads of Department and Heads of Year review and monitor achievement and behaviour in their areas, discussing further with SLT as necessary. Form tutors, HoYs and HoDs receive a weekly dashboard report which allows them to closely monitor the consequence and reward points given to the students in their tutor group, year group or subject area.

The inclusion team meet regularly at a student concern forum to look at methods of supporting students who may have a variety of problems including behavioural. Behaviour is analysed according to the Tier system used by Waltham Forest to assess risk and need.

The four tiers of the Waltham Forest risk and need system
Level 1: Emerging Needs: For children and families with emerging needs or additional needs.
Level 2: Multiple Needs: For children and families with multiple additional needs.
Level 3: Complex Needs: For a child at risk of harm, though not immediately.
Level 4: Acute Needs: For a child suffering significant harm or with very complex needs

IEPs (Individual Education Plans) are used by the Inclusion team to provide support for students at risk of suspension and are reviewed half termly.

Suspensions are analysed each term looking at SEND, gender, year group and student premium. These results are shared with SLT, HoYs and Governors. External data such as half-termly ASP data allows the school to look at figures in relation to other schools and National statistics.

Linked policies

- Attendance Policy

- Safeguarding Policy
- SEND Policy

This policy has been developed with reference to and in compliance with:

- Behaviour in Schools (DfE, 2024)
- Searching, Screening and Confiscation (DfE, 2022)
- Suspension and Permanent Exclusion Guidance (DfE, 2023)
- Keeping Children Safe in Education (DfE, 2025)
- The Equality Act 2010
- SEND Code of Practice

Kelmscott School ensures that all behaviour management, sanctions, and rewards are applied consistently, fairly and without discrimination. This policy is published on the school website in accordance with statutory requirements.

Appendix 1: Behaviour Management and De-escalating

The Emotional Child

- Reasoning with an angry child is not possible
- Behaviour is not always a choice – it can be 'normal biological adaptations' to toxic stress and adversity during development
- Children and adolescents engage in behaviours that give them a sense of control: "Opposition", "Defiance", "Rule Breaking", "Manipulative"
- Behaviours are often used to communicate wants, needs and overwhelming discomfort
- When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions
- Much of student behaviour is about controlling the teacher's behaviour. Children in the state of manipulative aggression want an emotional response
- They want you to behave emotionally, because if you behave emotionally then you're not going to be entirely in charge
- If a child can make you angry, it gives them permission to be angry & justify their behaviour
- Anxious students are less able to sustain activity in the working memory and struggle to maintain their attentional focus
- Students unconsciously pick up a lot of behaviours and reactions that adults project to them

The Emotional Teacher

- De-escalation techniques go against our natural fight-or-flight reflexes
- De-escalation techniques require us to retrain ourselves to respond in different ways
- Beware of 'Pacing' (feeding off someone's emotions and escalating)
- Detach emotionally (go cold) to prevent the student from feeding off your emotion
- Use a 'Script' to help you react unemotionally (see techniques section below)
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but it is not really about you
- Do not make threats you cannot carry through, such as threatening to exclude
- Consciously 'separate' the distracting, disruptive, offending behaviour 'from' the student ("Your *behaviour* is ridiculous" not ". *You* are ridiculous")
- If you call on a colleague to support, do not berate the student in front of that colleague
- If you see a colleague dealing with a student and it is not going well, do not be afraid to offer to support.
- You do not need to have the last word or assert your power in a situation to demonstrate you are in control
- Your mood and behaviour can affect student's anxiety, and this will affect their learning

Techniques to prevent escalation

Kelmscott Micro-Script

Students don't like scripts. They prefer an emotional outburst. They may have only been exposed to adults and peers who shout, rant and rave just like they do. They need a different model to follow. They need to hear a calm, deadpan, monotonous voice whilst seeing an unemotional face.

1st Interaction

Name (pause)...**I notice that you are**...*describe undesirable behaviour*...**You know that we need to**...*describe correct behaviour*... **This is your first warning.**

(e.g. Ali, I notice that you are swinging on your chair. You know that we need to complete writing this paragraph. This is your first warning)

At this point the student will often defend themselves, deny their actions or exhibit some other secondary behaviour (e.g. loud sweary mutter, teeth kissing, insulting murmurs).

Ignore the secondary behaviour, walk away and leave them to choose their next actions; teaching students about choice and consequence is a vital part of the script process. The secondary behaviour can be dealt with later, do not get drawn into a conflict/debate.

If the student complains, use partial agreement and anchor them back to previous good behaviour (e.g. 'That maybe so, and do you remember last week when you completed that assignment and came to the after-school club? That is the kind of behaviour that I need to see from you today. That is the student I believe you are.")

Give the student 'Take-Up Time' (see techniques below)

2nd Interaction

If after a couple of minutes the behaviour has continued:

Name (pause)...**I notice that you are continuing** ...*describe undesirable behaviour*...**You know that we need to**...*describe correct behaviour*... **This is your final warning. If you choose to continue**...*undesirable behaviour*... **I will need to give you a consequence point and a detention/other sanction.**

Partial agreement ("maybe...but")

Avoid or resolve conflict by not engaging in secondary arguments and focus exclusively on what you want the student to do.

Examples:

- Student: "I wasn't talking, I was doing my work"
- Teacher: "OK, **maybe** you were **but** now I want you to press on to finish the task"

- Student: "It wasn't me… it's not mine… I didn't do anything"
- Teacher: "**Maybe not** – **but** we're all clear on the rules about that aren't we...and I'd like you to help me out next time, thank you. "

- Student: "But we're not the only ones talking"
- Teacher: "**Maybe** you aren't … **But** I need you two to work silently"

No Why Questions

Don't ask questions such as *Why are you doing that?* or, *Why would you do that?* These sorts of questions invite long-winded, irrelevant answers. Stop the misbehaviour and quickly move on with the lesson. If you do ask a question, it is better to use ones that focus directly on the behaviour:

- *What are you doing?*
- *What should you be doing?*
- *Do that, thank you*

Take-up Time

Prevents a standoff between teacher and student.

1. Clearly state the behaviour you want to see, then leave the student to comply. Do not stand over the student and wait for them to comply.
2. Come back in a couple of minutes to check that compliance has indeed occurred
3. If they have not complied, follow script and consequence ladders
4. If they have complied, quietly praise / acknowledge

Conditional Permission ("when…then")

- When you have finished your notes, then you can search for suitable images for your assignment
- When you have tidied your area, then you may go to break
- Yes, we can have the air-conditioner on, when it's hotter than 24°C

Forced Choices ("Or")

Give students a choice to either behave or choose a consequence

- Sarah, you can choose to work silently, or I will have to move you
- Tony, you can put that away or on my desk – you choose
- Jamil, you can either work quietly by yourself or you can come up and sit with me
- James, you can go next door to work with Mr Anderson or you can work sensibly with Andy as I've asked
- Richard, you can do exactly what I've asked or get a C3 detention as you were warned earlier

Dealing with conflict situations

Calm must be communicated to the student. Approximately 55% of what we communicate is through physiology, 38% is through the tone of our voice and just 7% is through the words that we use. Ensure you are modelling the behaviour you want the child to emulate when you are trying to de-escalate.

<u>How to behave (conflict situations)</u>

- **Appear calm and self-assured**
- **Maintain a neutral facial expression**
- **Allow space** - distance will help keep you safe
- **Do not block escape routes**
- **Control your breathing** - take deeper, slower breaths, this will not only help keep you calm, but the child will begin to match our own breathing pattern
- **Show open, accepting body language.** Convey through stance and body language that you are calm and accepting of the student and will treat that student respectfully and maintain his or her safety
- Stand at an angle rather than facing the student directly in a 'confrontational' pose
- Avoid 'clenched' body language such as crossing arms or balling hands into fists - keep hands open and visible to the student
- **Create a 'safe' setting**. Attempt to engage the student in a semi-private conversation (e.g. off to the side of the room) rather than having an exchange in front of classmates
- **Unknown student** - if you do not know the agitated student you are approaching, introduce yourself and state both your name and position

<u>Language to use (conflict situations)</u>

- **Lower your voice and keep your tone even -** It is hard to argue with someone who is not responding aggressively
- **Validate Emotions** – Communicate that you see the student's perspective. "It's really hard to feel that people don't agree with you", "It makes sense that you are upset"
- **Normalise (reduce isolation)** – "I can imagine how upset I would be if I felt like everyone was being mean to me"
- **Be curious and communicate interest** – "I can see you are upset. Can we talk after the lesson?"
- **Reflect cues** – "Whoa – that was pretty loud. You seem angry"
- **Distraction and diversion -** engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window
- **Direction**: tell the student what you want them to do rather than what you do not want them to do; 'I want you to sit down' rather than 'stop arguing with me'
- **Take up time** - give the student take-up time following any direction
- **Communicate using simple, direct language**
    - Keep your vocabulary simple and sentences brief
    - Allow sufficient time for the student to think about and respond to each statement before continuing
    - If the student does not respond to a statement do not assume too quickly they are simply 'ignoring you". Instead, calmly repeat yourself--several times if necessary
- **Reassure the student and frame an outcome goal**
    - Reassuring the student (e.g., "You're not in trouble. This is your chance to give me your side of the story")
    - State an outcome goal ("Let's figure out how to take care of this situation in a positive way", "I want to understand why you are upset so that I can know how to respond")
- Use **words and phrases** that de-escalate, such as:
    - I wonder if...
    - Let's try...
    - It seems like...
    - Maybe we can...

The restorative follow up

Students sometimes recognise that rapid escalation of their behaviour can lead to involvement from senior staff, allowing them to bypass the authority of classroom teachers. They also will identify which members of staff follow through consistently with sanctions and which do not.

The class teacher is responsible for follow-up of any time-out consequences with support of senior colleagues.

- Restorative follow-up allows relationships to be built and rebuilt, for respect to grow and trust to develop
- After any outburst or incident, make time to debrief, repair and rebuild, or the relationship will continue to deteriorate
- Problem-solve the situation and teach new behaviours where needed
- Where possible, involve parents & let them know positive outcomes too.

RESTORATIVE MEETING TEMPLATE

Student:

Incident:

Date:

1. What has happened?

2. What were you thinking at the time?

3. Who has been affected by the actions? (self/class/teacher/parents etc)

4. How have they been affected?

5. What needs to be done now to make things right?

6. How can we do things differently in the future?

Appendix 2: Kelmscott School Student Code of Conduct

The core value of this school is: *"Putting Learning First"*

For this to happen, and to ensure that Kelmscott is a pleasant place to learn, work and visit, students are expected to:

LEARNING:

1. Arrive on time to registration and lessons. Show a positive attitude to learning.
2. Follow all members of staff instructions, including those about seating plans, lining up quietly, packing away and leaving the room sensibly and quietly. Failure to comply may result in a non-negotiable and IC placement
3. DFL Disruption Free Learning – ensure you bring a pen, red pen, pencil, ruler and your journal to every lesson
4. Bring all other equipment, including books and journals, to every lesson.
5. Remain silent for the register.
6. Behave and work sensibly, do not distract, offend or annoy others. Focus on work in lessons. Keep your hands and feet to yourself.
7. Be quiet and listen when the teacher, or other students, are speaking, and raise your hand if you need help or wish to speak.
8. Complete classwork, homework and coursework and hand it in on time.

RESPECT:

1. Treat others as you would like to be treated, own your behaviour.
2. Respect other people's property.
3. Not use language that may offend others.
4. Do as asked by members of staff, at all times. Failure to comply here may result in a non-negotiable and IC placement.
5. Students must not answer staff back. Failure to comply here may result in a non-negotiable and IC placement
6. Wear correct school uniform in a smart manner. Remove hats and hoods in the buildings and coats when in classrooms.
7. Queue up quietly and sensibly for lessons and the canteen.
8. Not bully, insult or intimidate anyone.
9. Share opinions with staff in a sensitive and sensible manner.

SAFETY:

1. Move around the school sensibly, avoiding any action which puts the safety of others at risk.
2. Be aware that if you bring mobile phones or other electronic items into school then they must be switched off in the buildings and kept in bags during lessons.
3. Not have any physical contact with another person, even in fun. Respect each other's space.
4. Not smoke on school site, or bring drugs or weapons into school.
5. Remain on school premises during morning break and lunchtime.

ENVIRONMENT:

1. Leave all classrooms tidy.
2. Take pride in school equipment, buildings and grounds, and put litter in the bins provided.
3. Eat food in the dining area, and do not eat in classrooms or corridors. Drinking water in lessons is allowed with the teacher's permission.
4. Chewing gum is forbidden on the school site.
5. Recycle paper whenever possible. Do not waste school resources.

REASONS FOR THE CODE OF CONDUCT

LEARNING:

1. Arriving late is a bad habit and disrupts the learning of those already in the room.
2. Staff are responsible for learning and have to make decisions with the needs of the whole group in mind.
3. Failure to come to lessons fully equipped disrupts learning.
4. Failure to come to lessons fully prepared affects your ability to learn and make progress, also constant borrowing distracts others.
5. It is important that teachers have an accurate attendance record.
6. The classroom is a place of learning: for you and for your classmates. This cannot happen when there is disruption.
7. A class of students in a room all talking at the same time would be chaos! If you don't listen you will miss things and distract others, affecting *everyone's* learning.
8. These are vital for you to achieve your best, and are good organisational habits.

RESPECT:

1. Everyone has a right to be treated with respect by others in the school.
2. It's how we'd all like to be treated. Nobody likes to have their possessions damaged or stolen.
3. Bad language is offensive and inappropriate for school.
4. All staff in the school, not just teachers, are responsible adults. A large school of over 1000 people cannot operate if every request is questioned or argued with.

5. As above; answering back is rude and disrespectful
6. This is a uniform school: take pride in it. The wearing of outdoor clothing inside is unnecessary and will not be accepted once you leave school, so you need to get used to it.
7. It's only fair! There is a rota for the canteen to ensure that everyone has the same opportunities over the week.
8. The school should be a safe and secure place for everyone.
9. Students are entitled to have their voice heard but at the right time and in the right place.

SAFETY:

1. This avoids disruption and makes the school a calmer, safer place.
2. Nobody wants to lose their possessions or get them damaged. These items may serve as a temptation for others to steal - both in school and out on the streets. Mobile 'phones and electronic items in school are distractions to learning as well.
3. Even when you're "mucking about", this can lead to fights or be seen as harassment. Others may feel intimidated or bullied and if they do not feel safe and comfortable in school their learning will suffer.
4. These things are a health hazard for you and for others and having them in school could lead to suspension.
5. The law says you have to be supervised at break time. Staff will also keep you safe!

ENVIRONMENT:

1. Tidy rooms make a productive learning atmosphere for all.
2. We want to work in a pleasant environment and have a school to be proud of.
3. Eating in the building causes stains, litter and spills, which can lead to accidents, ruined work surfaces and the possibility of problems with ants, mice and rats**.**
4. Chewing gum ruins furniture and clothes.
5. Kelmscott is part of a wider community and everyone needs to look after the environment for now and for the future.

Appendix 3: Kelmscott School Staff Code of Conduct

Professional Standards

1. **Professional Conduct**
   All staff, both teaching and support, are expected to uphold the highest standards of professional behaviour at all times. This includes behaviour within the school and any other context that could be associated with the school or impact its reputation.
2. **Language and Tone**
   While casual conversations and emails are a normal part of the working day, staff should remain mindful of the language, tone, and content of discussions and communications, ensuring they are appropriate for a professional setting. Conversations, especially in shared spaces, should avoid topics or language that could be considered offensive or discomforting to others.
3. **Respectful Environment**
   Staff should avoid any actions or language that could make colleagues feel uncomfortable in public or shared areas, including the staff room and offices. All interactions should contribute to a respectful, kind and welcoming work environment.
4. **Role Modelling**
   All staff are expected to serve as positive role models for students and colleagues. This includes:
   - Signing in promptly and adhering to scheduled work hours.
   - Punctually attending lessons, registration sessions, and other duties.

- Demonstrating high standards in their own work and preparation.

5. **Confidentiality**
   All staff will handle sensitive or confidential information related to students, staff, and/or the school. This information should be protected and only shared with authorised individuals. Follow the GDPR procedure and handle all data carefully.
6. **Dress Code**
   Staff should dress appropriately and **professionally** at school, when students are on site. The following should be adhered to for all staff unless included in the exceptions below.

Staff are asked:

- Not to wear denim, jogging bottoms or similar type trousers
- Not to wear beach style flip flops for footwear – Smart trainers are allowed
- Not to wear hats in school (head covering for religious, medical or cultural reasons are exceptions)
- To consider appropriate levels of modesty
- Not to wear leggings in place of trousers (although they can be worn under a dress or skirt)

Exceptions:

- PE staff – staff teaching PE are expected to wear sportswear, to include Kelmscott PE Department branded tops.
- Site Services – should wear suitable clothing appropriate to their role
- Technicians – should wear suitable clothing appropriate to their role

Staff should adhere to the dress code when accompanying students on trips unless the nature of the trip dictates otherwise.

Classroom & Student Interaction

1. **Classroom Conduct**
   Staff should ensure that expectations regarding learning and behaviour are clearly communicated and consistently enforced. Fairness and consistency using FOCUS for Learning is essential in maintaining a productive learning environment for all students.
2. **Student Behaviour Management**
   All staff share responsibility for managing student behaviour within the school environment. Staff are expected to follow our behaviour ladders to positively reward good behaviour, and to intervene and challenge inappropriate behaviour, both in and out of the classroom.
3. **Use of Appropriate Language**
   Language used in the classroom and school should be professional and appropriate. Staff should avoid slang, sarcasm, or any language that could be misinterpreted by students, maintaining a respectful tone at all times.
4. **Student Wellbeing**
   All staff should remain attentive to student wellbeing, referring any concerns to the appropriate staff as needed.
5. **Professional Boundaries**
   Staff are to maintain appropriate boundaries with students at all times, refraining from interactions that could be perceived as overly personal or unprofessional.

Online & Digital Conduct

1. **Appropriate Use of Social Media and Online Platforms**
   Staff should exercise discretion and professionalism when using social media or any online platform, whether it's for personal or school-related purposes. Comments, images, or any material that could reflect negatively on the school or compromise student privacy must be avoided. Strong levels of security should be adhered to by all staff in order to protect themselves; personal accounts should have the highest level of privacy settings
2. **Cyber Security**
   All staff are expected to follow the school cyber security guidelines, ensuring sensitive information is secure and online interactions, particularly with students, adhere to professional standards. This is particularly important for any staff who use LGFL Freedom to Roam, Edulink, G-Suite or any other software which displays sensitive data on mobile devices or home PCs.

Appendix 4: Kelmscott Home-School Contract. Parent/Carer Commitments

As a parent/carer, I agree to:

- Ensure my child attends school regularly and on time, and avoid taking holidays during term time.
- Inform the school promptly on the first day of any absence and provide appropriate medical evidence where required.
- Keep the school informed of any changes in contact details, health, or home circumstances.
- Support the school's policies and procedures, including behaviour, equal opportunities, uniform, attendance, punctuality, and mobile phone use.
- Encourage completion of homework and independent study, and support my child in maintaining high standards.
- Support my child's involvement in enrichment and co-curricular activities, where possible.
- Take an active interest in my child's education, including attending parents' evenings, tutor meetings, and events such as Parent Tutor Day. Full engagement and use of school app Edulink
- Support the school in promoting high standards of behaviour in and out of school including support for detentions
- Ensure my child wears the correct school uniform and is properly equipped for learning each day to ensure disruption free learning (DFL).
- Ensure my child uses digital devices safely and responsibly, in line with the school's e-safety guidance.
- Maintain respectful communication with staff and model courteous behaviour.
- Work in partnership with the school to resolve any concerns, always in the best interests of my child's education and wellbeing.

Signatures

I have read and understood the above commitments and agree to support my child's education in partnership with Kelmscott School.

Parent/Carer Name: _____

Signature: _____

Date: _____

Student Name: _____

Form: _____

Appendix 5: Rewards Ladder

REWARDS LADDER

LEVEL	DESCRIPTION	POINTS	AUTHORISING STAFF	SUGGESTED OUTCOME
R1	R1 - Active participation in the lesson	1	All staff	**1 REWARD POINT**
	R1 - Attendance at an extra-curricular activity			
	R1 - Being helpful (outside of lesson)			Verbal praise
	R1 - Being kind and considerate to others			
	R1 - Being particularly helpful (assisting in class)			
	R1 - Excellent home learning			
	R1 - Excellent work in class			
	R1 - Improved work ethic			
R1 STORM	R1a - Showing SELF CONTROL in a lesson/registration/outside lessons	1	All staff	**1 REWARD POINT**
	R1b - Showing TOLERANCE in a lesson/registration/outside lessons			
	R1c - Showing OPTIMISM in a lesson/registration/outside lessons			Verbal praise
	R1d - Showing RESILIENCE in a lesson/registration/outside lessons			
	R1e - Showing MOTIVATION in a lesson/registration/outside lessons			
R2	R2 - Any typical behaviour sustained over a period of sessions	2	All staff	**2 REWARD POINTS**
	R2 - Exceptional behaviour			
	R2 - Exceptional homework or contribution to class			Verbal praise
	R2 - Form Tutor Student of the Week			Phone call home
	R2 - Regular attendance at an extra-curricular activity			
	R2 - Showing any STORM characteristic over a period of sessions			
R3	R3 - Excellent work throughout a unit of work	5	All staff	**5 REWARD POINTS**
	R3 - Key Stage Student of the Week			
	R3 - Participating in a form activity			Postcard home
	R3 - Participating in an out of school event (concert, debate)			
	R3 - Regular attendance and an outstanding contribution to co-curricular club			
	R3 - Showing any STORM characteristic for a half term			
R4	R4 - 100% Attendance for the 1/2 term	10	HOYs/SLT	**10 REWARD POINTS**
	R4 - Assisting the school community (Open Evenings etc)			Letter home or certificate
	R4 - Consistant punctuality throughout the 1/2 term			*Or* Non uniform day, movie experience, VIP early lunch pass 1 day
	R4 - No consequence points in a 1/2 term			
R5	R5 - 100% Attendance for a whole term	15	Form Tutors/HODs	**15 REWARD POINTS**
	R5 - Form Tutor Student of the Term			Formal letter home, Non uniform day, movie experience, VIP early lunch pass 1 day
	R5 - High Achiever Award for outstanding work or effort in a subject			
R6	R6 - Awarded by HOY for outstanding STORM performance	20	Form Tutors HOYs/HODs/SLT	**20 REWARD POINTS**
	R6 - HOY Student of the Term			
	R6 - Outstanding termly reports			Formal letter home, pizza party, breakfast, VIP lunch pass 1 week
	R6 - Student of the Term by Department			
	R6 - Subject Certificate Awarded In Celebration Evening			
R7	R7 - HOY Most Improved Student of the Year	25	HODs/HOYs/SLT	**25 REWARD POINTS**
	R7 - HOY Student of the Year			Celebration Evening cert
	R7 - Outstanding effort, achievement and/or service to the school			Rewards token
R8	R8 - Exceptional continuous STORM performance	30	Headteacher/SLT	**30 REWARD POINTS**
	R8 - Exceptional performance and/or service to the school			Headteachers Award
	R8 - Recipient of the Headteacher's Award			Governors Award
	R8 - Recipient of the Sports Recogntion Award			Headteacher lunch

No consequences in a year = 50 Bonus Achievement Points Reward Prizes	
Acquiring 50 Achievement points	Bronze Certificate
Acquiring 100 Achievement points	Silver Certificate
Acquiring 200 Achievement points	Gold Certificate
Acquiring 350 Achievement points	Platinum Certificate
Acquiring 500 Achievement points	Diamond Certificate
Top 20% Achievement Points Per Year Group	End of Year Reward

Appendix 6: Consequence Ladder

CONSEQUENCE LADDER

LEVEL	DESCRIPTION	POINTS	AUTHORISING STAFF	SUGGESTED OUTCOME
C1	C1 - Off task chatter in lesson C1 - Lack of equipment C1 - Late to lesson (less than 5 minutes) C1 - Chewing gum C1 - Uniform Infringement C1 - Eating in the school building C1 - Mobile phone or headphones visible C1 - Low level disruption to own/others learning C1 - Silly out of lesson behaviour C1 - Journal not signed	1	All Staff/Prefects	**1 CONSEQUENCE POINT** Verbal warning Phone confiscation until end of day
C2	C2 - Lack of response to C1 C2 - Eating in Lessons C2 - Dropping Litter C2 - Late to lesson (more than 5 minutes) C2 - Out of seat C2 - Non-completion of homework C2 - Inadequate progress in class C2 - Preventing others from learning C2 - Disrespecting other people's possessions C2 - Hands on behaviour C2 - Late arriving to an examination C2 - Inappropriate use of AI C2 - Thoughtless behaviour e.g spitting	2	All Staff	**2 CONSEQUENCE POINTS** 15 minute break or lunch detention (class teacher or form tutor)
C3	C3 - Arguing with other students C3 - Continued C1 or C2 behaviour C3 - Inappropriate interactions C3 - Failure to attend C2 detention C3 - Failure to follow instructions C3 - Answering back to staff C3 - Some forms of inappropriate language (racist/homophobic/sexist/ableist/disc.) C3 - Throwing water at other students/use of water pistols C3 - Disrupting an assessment/internal exam C3 - Mobile phone being used or heard	3	All Staff	**3 CONSEQUENCE POINTS** 30 minute detention (class teacher or form tutor)
C4	C4 - Continued C3 behaviour C4 - Graffiti C4 - Dangerous behaviour in a lesson C4 - Refusing to follow targets on a school report C4 - Rudeness to students or staff C4 - Failure to attend revision sessions C4 - Refusal to follow instructions C4 - Failure to attend a C3 detention C4 - Disrupting a C3 detention C4 - Lying to staff C4 - Repeatedly failing to submit homework or coursework C4 - Hands on play fighting/inappropriate physical behaviour	4	HODs/HOYs	**4 CONSEQUENCE POINTS** Dept isolation 1 hour HOD or HOY detention IC Placement
C5	C5 - Truanting C5 - Threatening behaviour towards students C5 - Inciting others to fight C5 - Continued C4 behaviour C5 - Damage to school/other's property C5 - Defiance to staff C5 - Using a mobile phone in class C5 - Gambling C5 - Being in the vicinity of smoking or vaping C5 - Failure to attend a C4 detention C5 - Using social media to distress or intimidate another student C5 - Use of any words of a sexual nature in the presence of staff C5 - Cheating in a test/examination C5 - Selling items on school site C5 - Lying to a member of staff, during an investigation C5 - Forging school report and/or deceit C5 - Breach of IT Policy/Misuse of IT	5	SLT	**5 CONSEQUENCE POINTS** SLT detention IC Placement Phone confiscation unrtil parent collects
C6	C6 - Continued C5 behaviour C6 - Inappropriate physical behaviour C6 - Deliberately swearing at/in front of a member of staff C6 - Theft and/or bullying C6 - Abuse (Racist/homophobic/sexist/ableist/discriminatory) C6 - Inappropriate behaviour towards a member of staff C6 - Behaviour that seriously disrupts the school day C6 - Difficult confiscation of mobile phone or digital device C6 - Use of social media to provoke/organise a fight C6 - Use of sexualised language about a student or staff member C6 - Requesting an explicit photo be sent C6 - Sharing the same toilet cubicle	6	SLT	**6 CONSEQUENCE POINTS** Internal exclusion Headteacherr detention (Saturday)
C7	C7 - Continued C6 behaviour C7 - Verbal abuse to a member of staff C7 - Compromising the H&S of the school site C7 - Dangerous behaviour likely to hurt themselves or others C7 - Violent Conduct C7 - Bringing banned items onto the school site C7 - Bringing the school into disrepute C7 - Wilful damage to school property C7 - Extreme Defiance C7 - Sexualised harassment either physical or verbal C7 - Smoking, Vaping/Being in the possession of smoking paraphenalia	7	Headteacher	**7 CONSEQUENCE POINTS** Agreed alternative to exclusion Fixed term suspension Governor panel
C8	C8 - Serious one-time incident C8 - Persistant behaviour which repeatedly breaks the code of conduct C8 - Possession of a weapon C8 - Possession and/or use of illegal substances C8 - Sexual abuse or assault C8 - Serious actual or threatened violence against another student C8 - Refusal to engage in a search	8	Headteacher	**8 CONSEQUENCE POINTS** Permanent exclusion