Policy Title:	BEHAVIOUR POLICY (INCLUDING REWARDS AND SANCTIONS PROCEDURES)	
Author:	The Deputy Head	Checked by: The Head
Date of most recent review:		September 2026
Date of next review:		September 2027

This policy should be read in conjunction with the following policies:

- **Code of Conduct for Pupils**
- **Policy for the Use of Reasonable Force to Control or Restrain Pupils**
- **Search Policy**
- **Mobile Phone Policy**

Introduction:

Duke of Kent School seeks to maintain and develop the harmonious, tolerant and constructive nature of its community and places a high priority on excellent behaviour. Developing excellent behaviour not only underpins the achievement of academic and personal potential but prepares pupils to play a positive role in their adult lives. Duke of Kent School aims to operate effective strategies for managing behaviour and encouraging pupils to act responsibly.

This policy sets out how the School promotes good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour. It sets out how we aim to support the behaviour of pupils and to support staff in their management of pupil behaviour and should be read in conjunction with the Anti-Bullying Strategy. Duke of Kent School is committed to pursuing equal opportunities for all members of the community. This policy refers to all Prep and Senior pupils (Y3-11), and sits alongside the Pre-prep (YN-2 including EYFS) Behaviour Policy.

Duke of Kent School recognises its duties under the Equalities Act 2010, including issues related to pupils with special educational needs and disabilities, and this policy sets out how reasonable adjustments are made for these pupils.

Duke of Kent School is committed to multi-agency communication and collaboration in accordance with 'Keeping Children Safe in Education' (2026) and regularly works with a wide range of external agencies including Children's Social Care, the Police, Education Welfare and General Practitioners.

Responsibilities and Record Keeping

The Head is responsible for maintaining high standards of behaviour in the School. Day to day behaviour management is delegated to the Deputy Head who oversees and supports the work of the Heads of Section. Form and subject teachers record stars, merits, debits and commendations on our database, ISAMS, providing the Head of Section with a clear and centralised picture of daily behaviour issues in the School. Bullying and unpleasantness to others are also separately logged by the Deputy Head, to enable the Head and Governors to have a clear understanding of behaviour issues and incidents, to enable the identification of any patterns, and to take any ameliorative action necessary. The Head also maintains a central record of Sanctions for Serious Misbehaviour, enabling the Senior Leadership Team and Governors to identify any patterns arising. Serious Misbehaviour includes Stripes, Head's Detention, Suspension and Expulsion.

1. Behaviour Expectations:

1.1 All pupils at Duke of Kent School will be expected to understand and accept that good behaviour and discipline are essential to the efficient, safe and effective running of the School.

1.2 Pupils are expected to keep to the School Code of Conduct. Pupils are welcome to discuss community rules with teachers and are encouraged to think about the reasoning behind them.

1.3 Pupils will be made aware of the five core values (Kindness, Effort, Respect, Responsibility, Honesty) and School Code of Conduct on entry to the School and will have termly reminders during Form Time with opportunities to discuss the application of these values. The five core values provide a basis to the younger students for their understanding of the School Code of Conduct.

1.4 If any pupil is in doubt about whether or not his or her actions contravene the School Code of Conduct, he or she must seek advice from any member of staff.

1.5 Disciplining Beyond the School Gate: Disciplining beyond the 'school gate' relates to the School's response to bad behaviour and bullying (including cyber-bullying) which occurs off the School premises and is reported to the School or is witnessed by a member of staff. There may be occasions on which a pupil's behaviour outside of School will need to be addressed, at the discretion of the Head, under the School's disciplinary procedures (sanctions).

The School Code of Conduct applies: at all times when pupils are engaged in School activities, whether on or off site and whether pupils are in School Uniform or 'home clothes'; when pupils are travelling to and from School; when pupils are in some other way identifiable as pupils of Duke of Kent School.

Misbehaviour at any time, whether in or out of School that could have repercussions for the safe running of the School, poses a physical or psychological threat to another pupil or member of the public or could adversely affect the reputation of the School may, at the discretion of the Head, be dealt with by the imposing of sanctions described in this Behaviour Policy, including temporary (suspension) and permanent (expulsion) exclusion. The Head will also consider whether it is appropriate to inform the Police of the

pupil's behaviour. In addition, the Head will consider whether the behaviour may be linked to the pupil suffering or being likely to suffer significant harm; if this is thought to be the case the Designated Safeguarding Lead will be notified and School Safeguarding Policy will be followed.

1.6 Bullying: Duke of Kent School values every individual in the community and believes each deserves to be treated with respect. Sensitivity to the feelings and needs of others is central to the School ethos. Bullying, including cyber-bullying, is absolutely contrary to the School ethos.

Duke of Kent School does not tolerate bullying and works actively to prevent bullying from happening. We seek to create an environment that significantly reduces the likelihood of bullying behaviour, educate pupils about bullying and cyber-bullying and aim to sustain a culture of excellent pastoral care and open communication in which incidents will be readily reported and will meet a constructive response.

Bullying can take place between any members of a community, irrespective of age, gender or role. It is necessary for the entire community to be vigilant, to report any concerns and to do all possible to prevent bullying from taking place. Further information about the School's approach to preventing and responding to bullying can be found in the Anti-Bullying Strategy.

2. Approaches to Behaviour:

2.1 Corporal punishment of any kind is absolutely forbidden. No sanction should be designed to humiliate or intimidate, nor should punishment be excessive in its requirements.

2.2 All staff at Duke of Kent School have a role to play in promoting positive behaviour. Any member of staff who sees a pupil misbehaving should either tackle this directly or report it to the Form Teacher/Head of Section, as appropriate.

2.3 Staff are expected to model appropriate behaviour at all times.

2.4 Positive behaviour will be promoted through the use of both Rewards and Sanctions; staff are reminded to use encouragement and reinforcement when pupils are demonstrating good behaviour.

2.5 Positive behaviour is essential if all pupils are to achieve their potential. Staff should have high expectations of behaviour, using the Rewards and Sanctions to respond to pupil behaviour and should seek advice and support from Heads of Department, Heads of Section and Senior Leadership Team when required.

2.6 Duke of Kent School highly values its relationship with parents and seeks to work with them when pupil behaviour falls short of expectations. Parents are always welcome to make an appointment to discuss pupil behaviour with a member of staff, usually the Form Teacher in the first instance.

2.7 Regular Staff Briefings and Weekly Senior Leadership Meeting all provide opportunities to raise and discuss pupil behaviour; in urgent cases staff should report any concerns directly to Head of Section or Deputy Head without delay.

2.8 Staff should take time to explain the reasoning behind behavioural expectations where possible. Pupils should be made aware that sanctions are designed to support pupils towards acceptable behaviour.

2.9 Effectiveness of behavioural approaches and the content of the Code of Conduct will be discussed at least annually by the Governing Body, Senior Leadership, at Staff Meeting and by School Council.

2.10 Staff will seek to inculcate self-discipline in pupils.

2.11 Duke of Kent School takes seriously its duties under the Equality Act 2010 and rewards and sanctions must be applied fairly and without discrimination; staff should consult the Head of Section or Deputy Head if they require any support or advice in this area.

2.12 Staff are reminded to be aware that pupils with Special Educational Needs and Disabilities (SEND) may need particular consideration in the areas of discipline, behaviour management, rewards and sanctions and staff must ensure that expectations are reasonable for and clearly understood by all pupils. Staff are encouraged to consult the Head of Section or Head of Learning Development whenever advice is required. SEND will be taken into account by the Head or her delegated representative when any decisions are made concerning pupils with SEND. Reasonable adjustments will be made to ensure that pupils are not discriminated against on the basis of their SEND in the areas of rewards and sanctions.

3. Rewards - See Appendix 1 for further explanation

3.1 Merits (Y7 -11) are awarded for good work, helpful behaviour etc. They are recorded on ISAMS and monitored by Form Teachers. Merits go towards the awarding of badges in assembly (Black, White, Orange, Gold and Platinum) and stationery prizes and lunch fastpasses, at the end of each week. For pupils in Pre-prep and Prep School (YN – 6), stars are awarded for hard work and effort; Diamonds are awarded for kindness and helpfulness. Star Certificates (Bronze, Silver, Gold) are awarded throughout the term in Pre-prep, and Stellar (star) and Ambassador (diamond) prizes are awarded at the end of term. Merits, Stars and Diamonds earned by pupils from Nursery to Year 11 also represent points towards the House Cup.

3.2 Commendations (Y7-11) are awarded at the discretion of members of staff, relating to excellence or exceptional performance (relative to the pupil's abilities), effort or service to the community, sport, music, drama and activities. Further awards are given to individuals, and to the House, who have received the most commendations in a term. Commendations also represent points towards the House Cup.

3.3 Rewards for attitude to learning – at the end of each term, ATL data is reviewed and two students from each year group are rewarded for their attitude to learning; one for the highest average ATLs and one for the best termly improvement in their ATLs. In Pre-prep and Prep School, two pupils per class receive a certificate (and stationery) at the end of each term for the most Progress and most consistent Attainment in attitude to learning.

3.4 Academic prizes - At the end of the year, academic prizes are awarded in all year groups (coordinated by the Deputy Head, for attitude to learning). Yr 11 and Yr 6 are awarded subject prizes during Prize Giving.

3.5 Subject Postcards/Emails home – These can be sent to parents, as desired, by subject teachers to indicate some exceptionally good effort or achievement by pupils at any time of the term. These cards are available in the staffroom.

4. Sanctions

4.1 For Unsatisfactory work

Teachers may ask for unsatisfactory work to be redone. Extra work may also be set and a debit given, at the discretion of the teacher, particularly for repeat offences.

4.2 Report Card

In certain cases, children whose work, effort & achievement grades or behaviour are poor may be put on a Report Card. (See Head of Prep/Senior School)

4.3 Debits and Detentions

These are given for minor offences such as lateness, forgetfulness and minor disobedience. It is usual to award the debit after warnings have been ignored rather than on the first offence. Debits are awarded via ISAMS.

For Prep pupils, two debits in one week lead to a 'Debit Detention' which involves missing a break-time,12.30pm to 1.00pm. Parents are informed. Repeat appearances in Debit Detention are followed up by the Head of Prep.

In Senior School two debits in a week also incur a lunchtime detention; parents are informed when this occurs. Seniors attend detention during Friday lunchtime. The Head of Senior School monitors senior debits. Three detentions in a single term, result in an Afterschool Detention. Afterschool Detention is run on Tuesday evening, by arrangement with parents, by the Deputy Head or a member of the Senior Leadership Team.

In some cases, a 'double debit' is issued when a misdemeanour does not meet the threshold for a stripe but is more serious than a debit. This triggers a Friday Lunch Detention. This includes having phones, unpleasant behaviour, disrespect (this is not an exhaustive list and guidance may be taken).

Debits are reviewed weekly by the Senior Leadership Team and annually by the Governing Board Education Committee.

4.4 Stripes

These are given for more serious breaches of discipline (e.g. fighting, rudeness or lying to Staff, breaking of the School Rules.) The pupil should be informed of the stripe which is then written up on ISAMS. The giving of a stripe is followed up by Form Teachers and Heads of Prep and Senior School. Parents must be informed.

A stripe will usually be given by the Head of Section or a member of the Senior Leadership Team. If a teacher is in doubt about which punishment is most appropriate on a given occasion, the Head of Prep or Senior School or the Deputy Head should be consulted. A detention may also be given at the discretion of the Head of Section.

4.5 Confiscation

When a teacher takes away a piece of property belonging to a pupil because it is being used dangerously or inappropriately (e.g. ball in classroom):

* a reason will be given for the confiscation and a date when the item may be collected from (e.g. next day, end of week)

* the object must be labelled and kept somewhere safe. Valuable items should be handed to the Deputy Head for safe-keeping.
* if appropriate the item may be returned to the pupil's parents.

4.6 Pupil removal

If a pupil's behaviour deteriorates to such an extent that a teacher feels it necessary to have the pupil removed from the room, the pupil should either be sent to the Head of Prep/Senior School or to the Deputy Head who may keep the child away from their class for the rest of the Period, or another child should be sent with a note to the School Office to ask for Senior Leadership assistance.

4.7 Free time isolation

If a pupil's behaviour is deemed to be of risk to other pupils during break time or lunch time due to a transgression, they may be placed on free time isolation. They will then sit with a member of the senior leadership team during non-lesson time. Their parents will be informed and it will be added to their record.

5. Serious Misconduct Arrangements

5.1 In the event of serious and/or repeated transgressions of rules, the School may from time to time suspend or exclude a pupil, either temporarily or permanently. Serious misconduct will require investigation and interview. The Head of Section should consult with the Deputy Head who will decide who should conduct the meeting.

The pupil should be brought to an office with, where possible, two members of staff present, one of whom will conduct the interview; the other will make notes. Where appropriate, the pupil will be asked to give a written account of the incident. While waiting to be interviewed the pupil may be segregated but must be made as comfortable as possible, accompanied or regularly visited by a member of staff, given access to a lavatory and appropriate food and drink.

Where investigation suggests that suspension or exclusion may be an appropriate response, a Disciplinary Meeting will take place. This will be convened by the Deputy Head (or another member of the Senior Leadership Team instructed by the Head). Should the Deputy believe that the incident may lead to a suspension, or a possible permanent exclusion (expulsion), parents will where possible be alerted at this stage.

5.2 Disciplinary Meeting Procedure

a. Documentation: The Deputy Head or Head of Section will ensure that the Head has the following documents available at the Disciplinary Meeting:

- A statement of the points of complaint against the pupil
- Written statements and notes of evidence related to the complaint and any relevant correspondence
- Notes from the initial investigation meeting
- The pupil's school file
- The relevant policies and procedures

b. Attendance: The pupil and the pupil's parents if deemed necessary may be asked to attend the Disciplinary Meeting with the Head at which the Deputy Head and Head of Section will explain the circumstances of the complaint and the investigation. The pupil will be given the option of having the Form

Teacher present. The pupil and parents, if present, will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed and their statements will be disclosed but in most cases the anonymity of pupils will be preserved where possible.

c. Disciplinary Meeting proceedings:

- The complaints: the Head will consider the complaints and evidence, including any statements made on behalf of or by the pupil. Unless the Head considers further investigation is required, they will decide whether the complaint has been sufficiently proved.
- The sanction: If the complaint has been proved the Head will outline the range of disciplinary sanctions possible. The pupil and parents, if present, will have an opportunity to make a further statement. The pupil's disciplinary record will be taken into account. The Head will present a decision with reasons, usually within 24 hours.
- Leaving status: If the Head decides a pupil must leave the School, they will usually consult with a parent before deciding on the pupil's leaving status. If the Head believes that the pupil should leave the School, they will consult with the Chairman of Governors.
- Delayed effect: The decision to expel a pupil will take effect 72 hours after the decision was first communicated to a parent. Until then, the pupil shall remain suspended. If within 72 hours the parents have made a written application for a Review by the Governors, the pupil will remain suspended until the Review has taken place.
- Suspension pending investigation: If, following the Disciplinary Meeting, further information or investigation is required by the Head, a pupil may be suspended pending investigation, usually for no more than 5 days.

6. Suspension

Depending on the seriousness of the infringement, pupils may be placed in internal suspension (school based) or be suspended (time away from school) for up to 3 days. The following offences are likely to be met with suspension (note: this list is not exhaustive but should be taken as a guide):

Consuming alcohol or other intoxicants; drunkenness; violent behaviour; bullying; racism; sexism; bringing the School into disrepute; failure to attend Senior Detention; tampering with fire-fighting or safety equipment; vandalism or improper use of School facilities and resources; misuse of the internet or other media devices; breaches of the Acceptable Use policies; disruption of lessons or other School events; bringing into School offensive weapons or pornography; recurring offences; rudeness to staff; persistent 'low level' infractions, publishing offensive or damaging information on the internet about the school, staff or pupils; sexual harassment; theft; repeated smoking; buying or selling without permission; truancy; unsafe behaviour.

A reintegration plan will be put into place upon return of the pupil to School and will be implemented and monitored by the Heads of Section.

7. Expulsion

7.1 The following offences are likely to result in a recommendation to expel (note: this list is not exhaustive but should be taken as a guide): Repetition of the above suspension offences; using or supplying drugs or other intoxicants; theft; serious unprovoked physical assault, extreme hostility to or intimidation of a pupil or member of staff; repeated suspension; arson; behaviour which threatens the safety or well-being of others; breach of a behavioural or attendance contract.

7.2 If the Head believes it to be in the best interests of the School and/or the pupil, she may ask parents to 'withdraw' a pupil from the School.

7.3 Wherever possible, the School will assist the pupil's family in finding another school.

7.4 An appeal procedure is available to parents following a decision to expel.

7.5 The Governors may exclude a pupil from school if fees remain unpaid after due warning being sent to parents. If a child has been excluded from School, depending on the particular situation, he or she may be allowed to return to sit an external examination for which he or she has already been entered.

7.6 There will be no refund of the acceptance deposit or of fees for the current or past terms. There will be no charge to fees in lieu of notice but, save for any contrary provisions in any other agreement made between the Parents and the School, all arrears of Fees and any other sums due to the School will be payable.

7.7 It is envisaged that this situation will arise extremely rarely. The Head will act fairly and in accordance with the procedures of natural justice.

8. Appeal

8.1 Should a pupil's parents wish to appeal against the decision they should lodge a written statement within 72 hours with the Clerk to the Governors, who will forward it to the Chair of Governors. During the appeal process the pupil will remain suspended.

8.2 The Chair of Governors will convene a committee consisting of 2 governors and someone independent of the School, chaired by a governor who has not been involved in the complaint.

8.3 This committee will usually review the case within 10 working days of the receipt of the appeal letter.

8.4 The Governors' Committee will review all written evidence and may interview the Head, Deputy Head, Head of Section, relevant staff, the pupil and parents.

8.5 A written decision will usually be sent to parents within 48 hours of the hearing.

9. Malicious Allegations

Duke of Kent School places the highest priority on safeguarding and promoting the welfare of its pupils. In the event that an allegation of abuse against a member of staff brought by a pupil is found to be malicious after investigation, sanctions, which may include temporary or permanent exclusion, will be applied by the Head in consultation with the Chairman of Governors.

10. Support Systems for Pupils and Transition Arrangements

10.1 All teachers play a role in supporting pupils with their behaviour and Form Teachers have a particular responsibility to provide such support. The School recognises the vital importance of home-school partnership; close communication with parents plays an essential role in supporting pupils in their behaviour. Where the standard behaviour arrangements have not swiftly proved effective, the Head of Section may ask parents to attend to discuss a Support Plan designed to improve the situation; the pupil concerned will wherever possible play a central role in any such discussion.

10.2 Form Teachers, Heads of Section, the Wellbeing Co-ordinator and Nurses are readily available to discuss any behaviour issues that may be causing concern to a pupil or parent.

Pupils have access to the Wellbeing Coordinator who is trained and experienced in cognitive behavioural therapy. Pupils who choose to use this service may self-refer or the recommendation can come from families or teachers.

10.3 The School seeks to support pupils by recognising any improvements they make in behaviour. For example, a pupil who has been sanctioned for serious misbehaviour might be sent to the Head to be congratulated on successful completion of a Support Plan or after a period of particularly good behaviour.

10.4 Transition, both on arrival and departure, and between sections of the School, can prove challenging for many pupils and the School is alert to behaviour issues arising from anxiety or unfamiliarity with the context. Good induction, and close communication where necessary with previous schools, with families and with the pupils themselves, play an important role in supporting pupils during transition. Heads of Section (supported by the Head of Key Stage 3) oversee and support transition.

11. Staff Induction and Training

11.1 Staff are reminded of the contents of the behaviour policy and the school's rewards and sanctions policies regularly at INSETS and staff briefings.

11.2 New staff are talked through and trained on how behaviour is managed in the school during their induction.

12. Child-on-child abuse

12.1 The school's procedures and measures related to child-on-child abuse can be found in the Safeguarding Policy.

13. Banned Items and Searches

13.1 This section of the policy should be read in conjunction with the School's Search Policy.

The School expects pupils to comply with reasonable instructions issued by members of staff and to support the maintenance of a safe, orderly and disciplined environment.

As part of its behaviour management, safeguarding and disciplinary arrangements, the School may undertake routine or random compliance checks where considered necessary or appropriate.

Routine compliance checks are behavioural measures and are distinct from statutory searches carried out under the School's legal search powers.

13.2 Routine compliance checks may be undertaken to deter the possession of prohibited or unauthorised items, promote compliance with School rules and reduce the need for more intrusive searches.

Compliance checks may be authorised by the Head, Deputy Head, Head of Section or another member of the Senior Leadership Team and may take place:

- routinely;
- on a random basis;
- in response to intelligence or emerging concerns;
- following incidents involving prohibited or unauthorised items; or
- where necessary to support the School's Behaviour Policy, Mobile Phone Policy or safeguarding arrangements.

Routine compliance checks may involve pupils being required to:

- open bags and display their contents;
- empty the contents of coat, blazer, trouser, skirt or other external pockets;
- empty the contents of internal and external pockets of bags;
- remove outer clothing, such as coats or jackets, where appropriate; and
- present items for visual inspection by a member of staff.

Throughout a compliance check, pupils remain responsible for handling and displaying the contents of their own possessions.

Staff will not place their hands into a pupil's clothing or pockets, physically search a pupil or search inside possessions unless the statutory conditions for a search under the School's Search Policy are met.

Compliance checks will be conducted respectfully, proportionately and with due regard to pupils' dignity, welfare and privacy.

Where reasonably practicable:

- pupils will be informed of the purpose of the compliance check;
- checks will be carried out consistently for all pupils within the selected group;
- staff will encourage pupils' cooperation; and
- staff will minimise unnecessary handling of pupils' personal belongings.

The School will consider its obligations under the Equality Act 2010 and make reasonable adjustments where appropriate for pupils with disabilities, special educational needs or other individual circumstances.

13.3 Refusal to Cooperate with Compliance Checks

Pupils are expected to comply with reasonable instructions issued by members of staff.

Where a pupil refuses to participate in a routine compliance check, staff should seek to understand the reasons for the refusal and encourage cooperation.

A refusal to cooperate with a routine compliance check does not, by itself, justify a statutory search. However, the circumstances surrounding the refusal, together with any other relevant information, may contribute to reasonable grounds for suspicion where appropriate.

A refusal to comply with a reasonable instruction may be addressed under the School's rewards and sanctions procedures.

Before any decision is taken to undertake a statutory search, the Head, Deputy Head or another authorised senior member of staff should be consulted wherever reasonably practicable.

13.4 The School has the right to search pupils where there are reasonable grounds for suspicion that they are in possession of an illegal item, a prohibited item, or another item which the School has identified as being searchable.

This includes:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a School policy specifies as banned and able to be searched for.*

Any search will be conducted in accordance with the School's Search Policy.

Any item found on a pupil which may constitute a criminal offence or present a serious risk may be referred to the police or another appropriate agency.

13.5 The School specifies the following as banned for pupils on the School site and within the School rules:

- mobile phones;
- e-cigarettes and vapes;
- 'legal highs';
- extremist material (this will be treated under the PREVENT guidance);
- chewing gum; and
- energy drinks.

Any pupil found in possession of these items will be sanctioned under the School's rewards and sanctions procedures.

Where appropriate, items may also be confiscated in accordance with the School's Search Policy, Behaviour Policy or other relevant School policies.

14. Behaviour off the School Premises

14.1 While a pupil's behaviour out of school time is the responsibility of parents/guardians, the school has the power to sanction a pupil for misbehaviour outside of school.

14.2 This includes misbehaviours online that do not fit in with the school's ethos and rules. Other incidents might include:

- taking part in a school organised activity
- travelling to and from school
- when wearing school uniform
- when identifiable as a member of the school community
- when there could be repercussions for the school and its reputation
- it poses a threat to another pupil

Policy Title:	**Prep & Pre-prep (including EYFS) Behaviour Management Statement of Aims and Procedures**	
Author:	Head of Prep and Pre-prep	
Date of most recent review:		September 2026
Date of next review:		September 2027

This document should be read in conjunction with the Duke of Kent School Safeguarding Policy and Pupil Code of Conduct.

The named person with responsibility for behaviour management in Prep & Pre-prep (including EYFS) is the Head of Prep and Pre-prep.

Statement of intent

Duke of Kent School Pre-prep believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

We aim to promote positive behaviour and to help the children understand and respect the needs and rights of others.

Key Principles

- Staff will provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- We expect all members of our setting - children, parents, staff and volunteers - to keep to the guidelines, requiring these to be applied consistently
- The process of inducting new staff involves reading our Behaviour Policy
- We ensure praise is given when it is due, modelling and highlighting positive behaviours. We are aware that pupils with Special Educational Needs and Disabilities (SEND) may need particular consideration in the areas of discipline, behaviour management, rewards and sanction and staff are encouraged to consult the Head of Prep and Pre-Prep or Head of Learning Development (SENCO – Special Educational Needs Co-ordinator) whenever advice is required. Reasonable adjustments are made for pupils with SEND.
- We work in partnership with children's parents who are able to discuss their children's behaviour with any member of staff. Staff may choose to raise concerns about behaviour with a child's parents and to decide alongside the parent how to respond appropriately
- We recognize that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by all at the school
- We will explore events occurring in the run-up to poor behaviour and, if needed, further help will be sought from the teaching staff and an Individual Behaviour Plan (IBP) will be produced in consultation with the child's parents.

Positive strategies for negative behaviour

Staff use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include negotiation, intervention, diversion and distraction.

- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour
- We ensure that there are enough resources and sufficient activities available so that children are meaningfully occupied
- We positively affirm considerate behaviour such as kindness and willingness to share
- We support each child in developing positive self-esteem, confidence and feelings of competence
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome
- We avoid creating situations in which children receive adult attention for negative behaviour
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately
- Any time a child is asked to sit out an activity, or classroom, due to inappropriate behaviour, they will always be supervised by staff
- In line with the Law, we never use physical (corporal) punishment at the School. Children are never threatened with this
- We do not use techniques which single out and humiliate individual children
- We use physical intervention, such as removal or restraint, only as a last resort and only to prevent injury to themselves, other children or adults. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of Prep and Pre-prep who is responsible for recording it on the Restraint Log. The child's parent is informed on the same day. The Head is also informed
- In cases of serious misbehaviour, such as assault, racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Any issues arising will be discussed immediately with the child's parents

Procedure for Behaviour Management in Duke of Kent Prep & Pre-prep Department (including EYFS)

Rewards Procedure

Pupils are informed of, and provided regular opportunities to discuss, the School Values: Honesty, Kindness, Effort, Respect and Responsibility. Values Certificates are awarded by the Head of Prep and Pre-prep for exceptional examples of these behaviours. Pupils can earn Stars for hard work and effort and Diamonds for helpfulness and kindness. Pupils can be awarded these by staff, their peers and themselves. Each child has a reward chart, kept in their tray, on which Stars and Diamonds are recorded.

Sanctions Procedure - Pre-prep only (for Prep Sanctions, see Section 4 of the Behaviour Policy)

Following any instance where a pupil's behaviour does not meet School expectations, the Class teacher will speak to the child. The following sanctions may also be put in place:

1. The child will be moved or asked to sit out of an activity.
2. The child will miss five minutes of playtime.
3. If repeated, the child will be sent to speak to the Head of Prep and Pre-prep or Pre-Prep Coordinator.

4. If repeated again, the child may be sent to speak to the Head of School or another member of the Senior Leadership Team. This can result in a behavioural contract being drawn up; this may include the possibility that parents be asked to collect the pupil from school if they are seriously or continuously disruptive and/or unable to self-regulate in order to return safely to class.

Behaviour that does not meet expectations or falls short of our School Values will be talked about in PSHE/Form Time. No individual child's name will be mentioned or individual incident, but talked about in general terms. In the event of extreme or repeated bad behaviour, details will be written onto an incident sheet and parents will be informed. Specific behaviour intervention designed to support and promote positive behaviour will be introduced as required on an individual basis; parents will be kept informed.

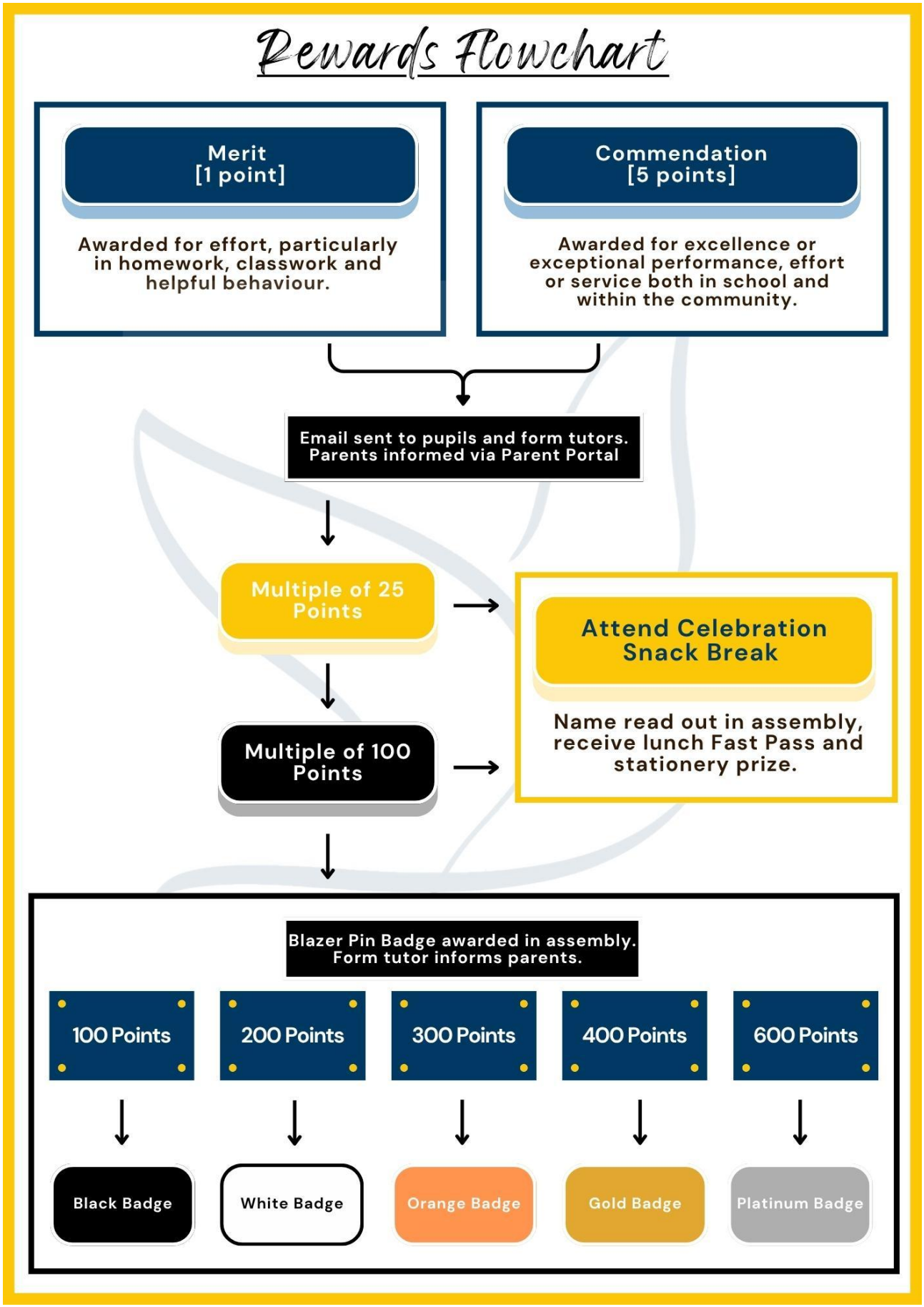
Persistent negative behaviour and bullying - Prep & Pre-prep

We take persistent negative behaviour and bullying very seriously. We define bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. For further information regarding our approach to anti-bullying, please refer to the Anti-Bullying Strategy policy.

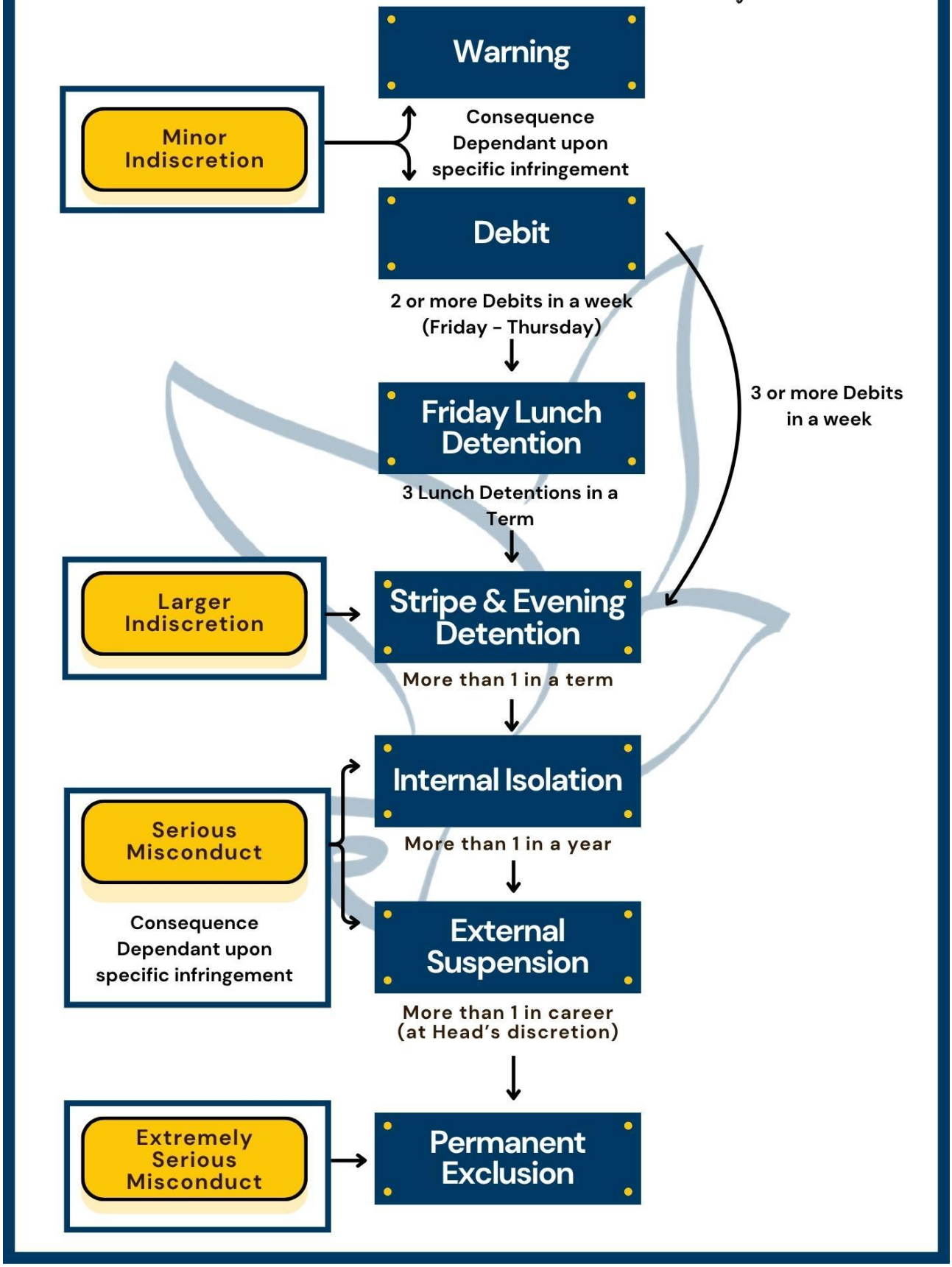
Temporary and Permanent Exclusions - Prep & Pre-prep

In the event of serious and/or repeated transgressions of rules, the School may exclude a pupil, either temporarily (suspension) or permanently (permanent exclusion). A formal written record will be made of any exclusion. Please see the Behaviour Policy for full details of the School's approach to temporary and permanent exclusions. The Head will administer any temporary exclusion ('suspension'), after due consideration and consultation with the Head of Prep and Pre-Prep. Permanent exclusions would only take place after consultation with the Chairman of Governors and after the parents or guardians of the pupil(s) involved had been reminded of the School's Complaints Procedure.

Appendix One - Day-to-day rewards & sanctions system - Senior School

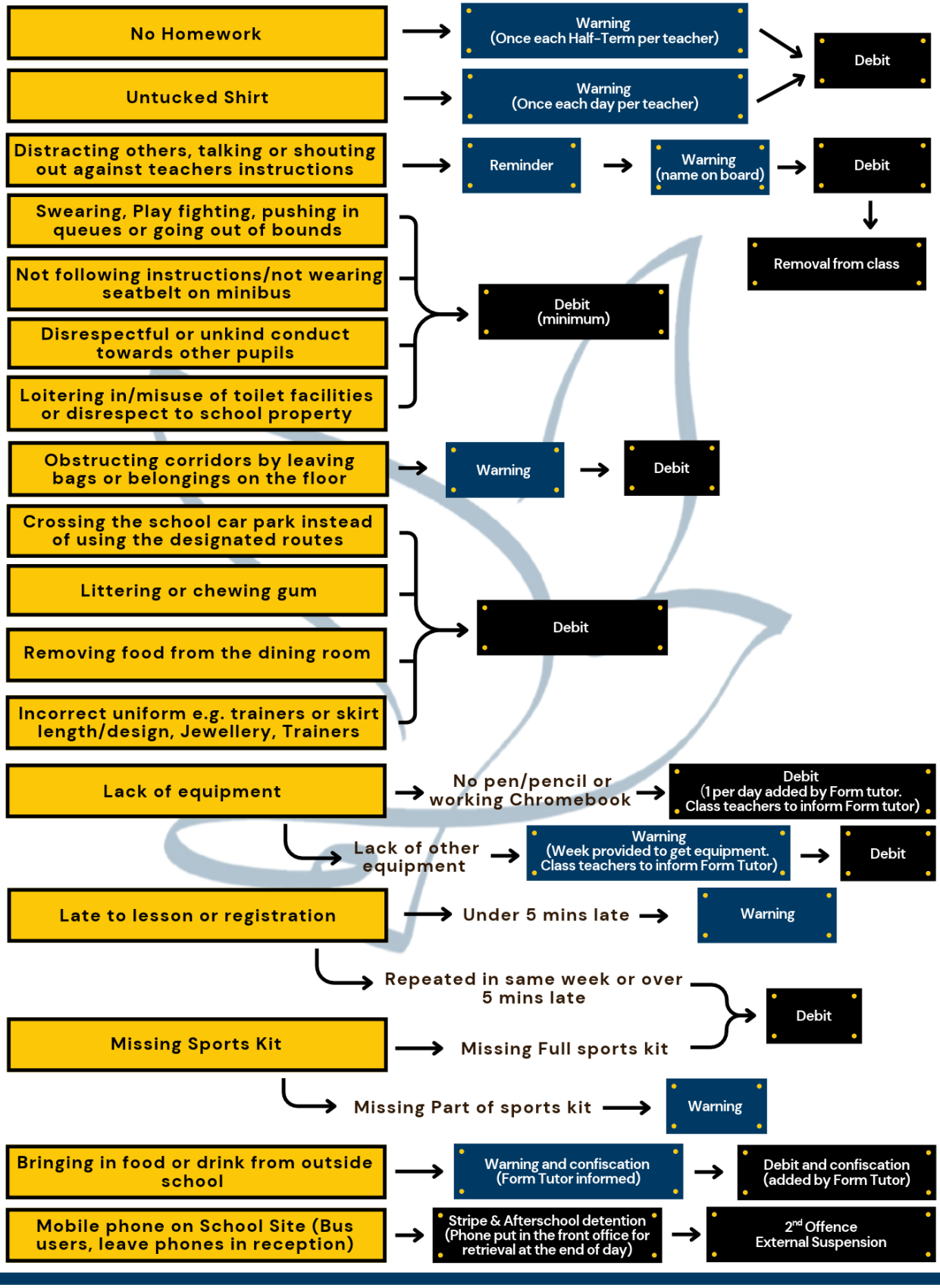


Behaviour Sanctions and Consequences



Minor Indiscretion

Depending upon the seriousness of the infringement, these offences may result in a Warning or Debit as indicated below.
(Note: this list is not exhaustive but should be taken as a guide)



Large Indiscretion

Depending upon the seriousness of the infringement, these offences may result in a Stripe and evening detention
(Note: this list is not exhaustive but should be taken as a guide)

- Vandalism
- Truanting lessons
- Physical Aggression
- Aggressive behaviour
- Plagiarism
- Spitting
- Lying to Staff
- Repeated Debits
- Rudeness towards Staff

Serious Misconduct

Depending upon the seriousness of the infringement, pupils may be placed in internal suspension (school based) or be suspended (time away from school) for up to 3 days.
The following offences are likely to be met with suspension.
(Note: this list is not exhaustive but should be taken as a guide)

- Consuming Alcohol or other intoxicants
- Drunkenness
- Violent behaviour
- Bullying
- Racism
- Sexism
- Bring the school into disrepute
- Failure to attend senior detention
- Tampering with fire-fighting or safety equipment
- Vandalism
- Improper use of school facilities and resources
- Misuse of the internet or other media device
- Breaches of the Acceptable Use Policy
- Disruption of lessons or other school events
- Brining into school offensive weapons or pornography
- Recurring Offences
- Rudeness to Staff
- Persistent 'low level' infractions
- Publishing offensive or damaging information on the internet about the school, staff or pupils
- Sexual harassment
- Theft
- Smoking or vaping
- Buying or selling without permission
- Truancy
- Unsafe Behaviour

Extremely Serious Misconduct

The following offences are likely to result in a recommendation to Permanently Exclude.
(Note: this list is not exhaustive but should be taken as a guide)

- Repetition of the above
- Using or supplying drugs or other intoxicants
- Theft
- Serious unprovoked physical assault
- Extreme hostility to or intimidation of a pupil or member of staff
- Repeated suspension
- Arson
- Behaviour which threatens the safety or wellbeing of others
- Breach of a behaviour or attendance contract

Intervention Strategies

In addition to the behaviour consequences flowchart, these intervention strategies may be implemented at any stage.

Report Card
To facilitate better behaviour or attainment.

Green Report Card
Issued by Form Tutor for monitoring minor discretions.

Orange Report Card
Issued by Head of Senior School or KS3 coordinator.

Red Report Card
Issued by Deputy Head or Head.

Free time isolation
To facilitate better behaviour and issued at the discretion of the Form Tutor, Head of Senior School or KS3 coordinator.

Breaktime work catch up
Issued by any member of staff.

Community Service
Usually repainting, cleaning or litter picking in relation to vandalism and issued by Form Tutor, Head of Senior School or KS3 coordinator.

Letter of Apology
Issued by Form Tutor, Head of Senior School or KS3 coordinator.

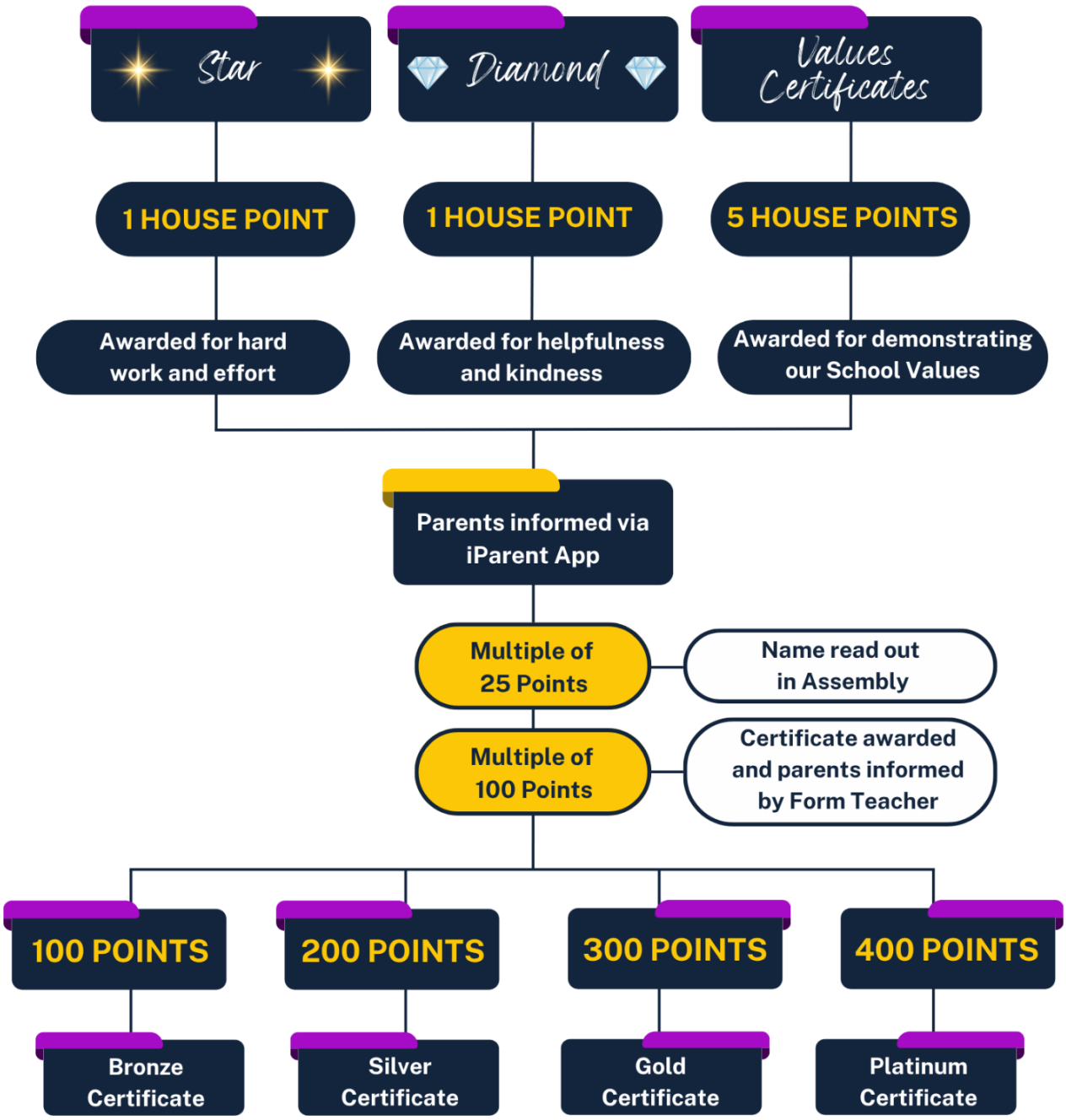
Parent, Student and Teacher Meeting
Organised by Form Tutor, Learning Development, Head of Senior School or KS3 Co-ordinator to discuss behaviour and/or attainment and plan ways forward.

Pupil contract
Issued by Head of Senior School, Deputy Head or Head to show clear and specific targets and expectations on a short-term basis.

Further details can be found in the Behaviour Policy.

Appendix Two - Day-to-day rewards & sanctions system - Prep School

DUKE of KENT SCHOOL



DUKE of KENT SCHOOL

Minor Indiscretion

Consequence dependant upon specific infringement

1. WARNING
2. MISSED PLAYTIME — 10 minutes
3. DEBIT

2 or more debits in a week (Friday - Thursday)

4 or more Debits in a week

4. LUNCHTIME DETENTION

See the Head of Prep School and Form Teacher will call home

3 or more in a term

Larger Indiscretion

STRIPE AND AFTER SCHOOL DETENTION

More than 1 in a term

Internal Suspension