

TKS Behaviour Policy

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| Created by | Principal | Date | 3 rd March 2026 |
| Next Review Due | March 2027 | | |

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Biblical values of TKS Witney.
- Outline expectations and consequences for behaviour.
- Provide a consistent approach to behaviour management applied equally to all pupils, while recognising the specific needs of pupils with SEND.
- Define unacceptable behaviour, including bullying and discrimination.

The school believes that:

- Every pupil has the right to be safe, valued and respected, and to learn free from disruption.
- All pupils, staff and visitors should be free from discrimination.
- Staff and volunteers should model excellent behaviour.
- Rewards and sanctions should be used consistently.
- Pupils should be helped to take responsibility for their actions.
- Pupils should experience Biblical principles of grace, restoration and redemption.
- Families should be involved in behaviour processes to strengthen home–school partnership.
- The policy should be understood by pupils and staff.
- Violence or threatening behaviour will not be tolerated.

2. Legislation, Statutory Requirements and Guidance

This policy is based on:

- *Behaviour in Schools* (DfE, 2022)
- *Searching, Screening and Confiscation* (DfE, 2022)
- *Equality Act 2010*
- *Keeping Children Safe in Education*
- *Use of Reasonable Force and Other Restrictive Interventions* (2025)
- *Supporting Pupils with Medical Conditions at School*
- *SEND Code of Practice*

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- *Education (Independent School Standards) Regulations 2014*

3. Definitions

Misbehaviour includes:

- Disruption in lessons or around school
- Ill-treatment of others, including rudeness to staff
- Swearing or inappropriate gestures
- Non-completion of work
- Persistent poor attitude
- Incorrect uniform without good reason
- Mistreatment of property
- Unauthorised mobile phone use
- Other misdemeanours as determined by the Head

Serious misbehaviour includes:

- Repeated breaches of rules
- Bullying
- Sexual violence or harassment
- Vandalism
- Theft
- Fighting
- Smoking
- Discriminatory behaviour
- Possession of prohibited items (e.g., knives, alcohol, drugs, stolen items, fireworks, pornography)

4. Bullying

Bullying is defined as behaviour that is:

- Deliberately hurtful
- Repeated over time
- Intended to cause physical or emotional harm

Further details are in the **TKS Witney Anti-Bullying Policy**.

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5. Roles and Responsibilities

5.1 Governing Body

The Governing Body is responsible for monitoring the effectiveness of this policy and holding the Principal to account.

5.2 Principal

The principal is responsible for reviewing and approving the policy, ensuring Heads understand and implement it, and supporting staff. The policy will be reviewed annually or whenever changes in legislation or statutory guidance require it.

5.3 Heads (EY, Primary, Secondary)

The Heads of School are responsible for:

- Creating an environment that encourages positive behaviour
- Ensuring staff deal effectively with poor behaviour
- Monitoring consistency of rewards and sanctions
- Inducting new staff into the behavioural culture
- Providing training
- Ensuring alignment with safeguarding
- Reviewing behaviour data for disproportionality

5.4 Teachers and Staff

Staff will:

- Create a calm, safe environment
- Maintain clear boundaries
- Implement the policy consistently
- Model expected behaviour
- Provide personalised approaches where needed
- Record incidents promptly
- Communicate with parents
- Challenge pupils to meet expectations

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5.5 Parents and Carers

Parents should:

- Know and reinforce the policy
- Support their child in meeting expectations
- Inform school of relevant changes
- Discuss concerns promptly
- Participate in pastoral processes
- Raise concerns appropriately
- Engage with school life

5.6 Pupils

Pupils will be taught:

- Expected standards
- Their duty to follow the policy
- Routines and rewards
- Consequences for misbehaviour
- Available pastoral support

6. School Expectations

At TKS Witney, we recognise that all pupils are made in the image of God and therefore worthy of respect and honour. We believe that we should treat others as we ourselves want to be treated. Pupils are encouraged to grow in the School Virtues (Biblical Wisdom, Sacrificial Love, Spirit-Led Faith) and are expected to:

- Behave safely and considerately
- Show respect to staff and peers
- Enable learning for all
- Respect property
- Wear correct uniform
- Be prepared for learning
- Accept sanctions
- Avoid bringing the school into disrepute

Where appropriate and reasonable, adjustments may be made for pupils with additional needs.

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6.1 Mobile Phones

- Primary pupils should not require phones; if parents of primary pupils believe that they are needed for safety reasons, they should arrange with staff for phones to be handed in at the start of the day. They will be returned to the pupil at the end of the day.
- Secondary pupils should not use phones in school; bringing them is discouraged.
- For full details, please see the **TKS Witney Mobile Phones Policy**.

7. Responding to Behaviour

7.1 Safeguarding

The school recognises that changes in behaviour may indicate that a pupil needs help or attention and may be indicative of safeguarding concerns. Where this may be the case, we will follow our Safeguarding Policy.

For more details, please refer to the **TKS Witney Safeguarding Policy**.

7.2 Classroom Management

All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Maintain purposeful learning environments
- Be clear about expectations
- Build positive relationships

7.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. Positive reinforcement and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. These strategies vary by phase and further information can be obtained from each head of phase.

7.4 Responding to Misbehaviour

If a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent a recurrence of misbehaviour.

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In these instances, staff will:

- Challenge behaviour that falls short
- Use de-escalation
- Apply consistent, proportionate responses
- Consider contributing factors
- Offer support to help pupils improve
- Communicate with parents personally and regularly (not primarily by email)

The school rejects corporal punishment.

Behaviour Levels

Across the school, we follow a five-level system for dealing with behaviour.

Level 1: Verbal Reminder

A gentle reminder of expectations.

Level 2: Warning

A clear warning naming the behaviour and restating expectations. Phase-specific systems apply (e.g., orange traffic light, BromCom entry).

Level 3: Sanction

Given when warnings fail or for serious incidents.

Examples include:

- EY: thinking time
- Primary: Learning Slip (red), loss of playtime
- Secondary: detention, removal from class, seat move

Level 4: After-School Detention

Used for persistent or serious behaviour. Includes reflection tasks, academic work, or apology writing.

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Level 5: Behaviour Report

If there is persistent disobedience, disrespect towards other pupils or staff, or a more serious incident, after investigation, the head of school may suggest that the pupil is put onto behaviour. This can be for one week or two weeks.

The process will start with a meeting between the class teacher (EYFS and primary) or form tutor (secondary) and the parents to explain the nature of the report and the positive outcomes we are aiming for.

Throughout the duration of the behaviour report, other strategies will be implemented to support the pupil to make good choices. These may include additional supervision, small group sessions, check-in points throughout the day, or other forms of support.

At the heart of the behaviour report is the desire to encourage the pupil to make good choices. The report is also designed to help teachers to identify where possible behaviour trigger points of the day are, and then to establish strategies to help the pupil at these points of the day.

7.5 Suspension and Permanent Exclusion

Suspension (fixed term) or exclusion (permanent) may be used as a last resort. Decisions are made by the Head of School and Principal.

See the **TKS Witney Suspension and Exclusion Policy**

7.6 Reasonable force and other restrictive interventions

Reasonable force covers a range of interventions that involve physical contact with pupils.

For more details, please refer to the **TKS Use of Reasonable Force, Restrictive Interventions and/or Restraint Policy**

7.6 Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (including school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

and the pupil is under the lawful control of a school staff member.

See the **TKS Witney Suspension and Exclusion Policy**

7.7 Searching, Screening and Confiscation

Staff will use searching, screening and confiscation powers in line with the DfE's latest guidance when necessary to ensure that all school staff and pupils feel safe and secure.

- Any prohibited items found in a pupil's possession because of a search will be confiscated
- These items will not be returned to the pupil.
- Any item that is harmful or detrimental to school discipline will be confiscated
- These items will be returned to pupils after discussion with senior leaders and parents, if appropriate
- Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves. They will be carried out in line with the latest DfE guidance.

For more details, please refer to the **TKS Drug and Substance Misuse Policy**.

7.8 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only issued on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour the school will:

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- Make an initial assessment about reporting the incident to the police
- Preserve any relevant information
- Report the incident (a member of the SLT)
- Continue with its own behaviour procedures if it does not conflict with police action
- Make a report to children's social if appropriate (the DSL)

7.10 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

All incidents of sexual harassment and/or violence will be met with a suitable response and will never be ignored.

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' it may seem.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

There is a procedure in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

Please refer to the **TKS Safeguarding Policy** for full details of how the school will respond.

8. Responding to Misbehaviour from Pupils with SEND

Staff will consider whether behaviour is linked to SEND needs and adjust responses accordingly.

9. Supporting Pupils Following a Sanction

All pupils will be offered support following a sanction.

This support may include:

- Restorative conversations
- Pastoral check-ins
- Additional supervision
- Targeted interventions

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10. Pupil Transition

Behaviour expectations are taught explicitly to new pupils, including mid-phase arrivals.

11. Training

In order to support staff in their support of behaviour at TKS Witney, staff will receive training in:

- Behaviour management
- Safeguarding
- SEND and mental health
- Induction for new staff

12. Monitoring Arrangements

Behaviour data is reviewed regularly to ensure fairness and identify patterns. Where necessary, interventions will be put in place to support pupils and to address any pertinent issues.

13. Links with Other Policies

- Safeguarding Policy
- Anti-Bullying Policy
- Mobile Phones Policy
- SEND Policy
- Suspensions and Exclusions Policy
- Teaching and Learning Policy
- Drugs and Substance Misuse Policy
- Use of Reasonable Force, Restrictive Interventions and/or Restraint Policy