KINGS MONKTON SCHOOL

Kings Monkton School Behaviour for Learning Policy



September 2026

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Policy Review Cover Sheet

Name of Policy: Behaviour for Learning Policy

Focus: Managing Pupil Behaviour

Start Date: September 2026

Review Date: July 2027

Signed:

Proprietor:

Paul Norton

Principal:

Paul Norton

Academic Board Stamp: Kings Monkton School Academic Board

Date	Amendments Made	Policy Date and Version	Amendments made by (name and role)
13/05/ 2026	Policy has been re-written to include up to date statutory and advisory guidance from Welsh Government regarding Rights, Bullying and ALN Code. Procedures remain the same.		Claire Bourne Assistant Headteacher

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Behaviour for Learning Policy

This policy should be read in conjunction with the Safeguarding Policy, ALN Policy, Attendance Policy, Complaints Policy, Curriculum Policy, Physical Intervention / Positive Handling Policy, Data Protection Policy and the Anti-Harassment and Bullying Policy.

Legal and Guidance Framework

This policy has been developed with regard to relevant legislation, statutory guidance and best practice, including:

- The Independent School Standards (Wales) Regulations 2024.
- Independent schools registration and operational guidance, Welsh Government, published 8 April 2024.
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002, Welsh Government guidance document no. 283/2022, date of issue March 2022.
- Rights, Respect, Equality: statutory guidance for schools and settings, Welsh Government guidance document no. 308/2026, date of issue April 2026.
- Equality Act 2010, current legislation as published on legislation.gov.uk and up to date with all changes known to be in force on or before 30 April 2026. This includes the school's duties not to discriminate against pupils on the basis of protected characteristics.
- Equality Act 2010, Part 6: Education, including provisions relating to pupils, admissions, education, access to benefits, facilities and services, exclusions and other treatment.
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- The Additional Learning Needs Code for Wales 2021, Welsh Government, published March 2021, current published PDF version dated January 2025.
- Curriculum and Assessment (Wales) Act 2021.
- Travel behaviour code: guidance, Welsh Government, first published 23 June 2017 and last updated 23 June 2017. This guidance sets out advice on how learners should behave to have a safe journey when travelling to and from school.
- Welsh Government School Travel Behaviour Code, as referenced within the Welsh Government Travel Behaviour Code guidance, including expectations for safe and responsible behaviour when travelling to and from school.

UNCRC Statement

Kings Monkton School is fully committed to upholding the rights of the child as set out in the United Nations Convention on the Rights of the Child (UNCRC).
This Behaviour for Learning Policy supports Articles 3, 12, 19, 23, 28, 29 and 39 by promoting a safe, inclusive and respectful environment in which every child is heard, protected and supported to achieve their full potential.

Our use of restorative practice, pupil voice, reasonable adjustments, safeguarding procedures and a focus on wellbeing reflects our duty to ensure the best interests of every child guide our actions.

How the Policy Supports the UNCRC

Article 3 – Best interests of the child

The policy supports each pupil's wellbeing through clear expectations, personalised behaviour plans, restorative practice, reasonable adjustments and safeguarding procedures.

Article 12 – Right to be heard

Pupils are given meaningful opportunities to express their views through pupil voice, restorative conversations, impact statements and consultation activities.

Article 19 – Protection from violence, abuse and neglect

The policy outlines clear procedures to prevent and respond to bullying, violence, dangerous behaviour and serious conduct concerns.

Article 23 – Rights of children with disabilities

Reasonable adjustments, IDPs and Pastoral Support Programmes may be used to support pupils with additional learning needs or disabilities.

Article 28 – Right to education with respect for dignity

The school promotes a positive behaviour culture that values fairness, dignity, consistency and respect.

Article 29 – Right to develop talents and abilities fully

Positive behaviour is encouraged through high expectations, rewards, inclusive teaching and recognition of achievement.

Article 39 – Right to recovery from trauma or harm

The use of PACE, RAIS and trauma-informed approaches supports emotional recovery, reflection and positive relationships.

Kings Monkton School is an independent school in Wales. While independent schools are not bound by the same statutory exclusion procedures as maintained schools, the school is committed to acting fairly, proportionately and transparently when applying sanctions, exclusions and behaviour interventions.

The school will follow its published procedures, act fairly and proportionately, consider relevant safeguarding and equality factors, and keep written records of decision-making where serious sanctions, exclusions or major incidents occur.

All staff have a duty to report safeguarding concerns immediately in line with the Safeguarding Policy

Implementation of This Policy

This policy is shared with staff, pupils and parents and can be found on MSP. It is available to parents, pupils and staff and can be provided in accessible formats on request.

Staff receive appropriate training to support consistent implementation across the school. Staff training will include behaviour expectations, safeguarding links, bullying and prejudice-related behaviour, trauma-informed practice, ALN and reasonable adjustments, recording expectations, searching/confiscation expectations and the use of ClassCharts.

Pupils are reminded of behaviour expectations through assemblies, tutor time, pupil handbook, curriculum opportunities, restorative conversations and daily interactions with staff.
The school expects all adults to model the standards of behaviour, respect and communication expected from pupils as set out in the EWC standards for school staff.

Our School's Mission Statement

Be the best you can be

Our Vision

At Kings Monkton School our vision is to create an inclusive community built upon a happy, innovative and outstanding learning environment.

Our Mission and Aims

At Kings Monkton School our mission is to prepare each pupil for life, enabling them to discover themselves and develop their gifts and talents; to fully realise their potential; and to achieve the highest standards of which they are capable.
As a school therefore we aim:

- To offer outstanding teaching, providing an exciting, dynamic and challenging environment that inspires our pupils with intellectual curiosity and a love of learning.
- To set high expectations so that all pupils achieve their very best and maximise their potential.
- To celebrate the successes and achievements of all pupils.
- To enable all pupils to become confident, independent learners.
- To provide a broad, balanced and rich curriculum that is accessible to every pupil.
- To encourage each pupil, through the value we place on them, to grow in self-esteem, self-acceptance and confidence.
- To care for, guide and support each pupil in their journey through the school.
- To foster tolerance and respect for others and a deep concern to care for the environment.
- To prepare pupils to become citizens of the future, able to make a strong contribution to society in a changing and challenging global world.
- To encourage pupils to give their opinions and express their views in school, including developing our Behaviour for Learning Policy.

At Kings Monkton School we pride ourselves on being an inclusive, caring and happy school with a tradition of hard work and a wide range of extra-curricular opportunities. We strive to ensure that all children reach their potential and receive the best educational experience available.

Inclusive Ethos and High Expectations

Kings Monkton School recognises that some behaviours may be linked to unmet needs, trauma, communication needs, disability or diagnosed additional learning needs.

We are a fully inclusive school with high standards for all pupils. Inclusion does not mean lowering expectations. Support is provided to help pupils meet expectations; it does not replace expectations or remove accountability.
The school will always seek to understand the needs behind behaviour, but poor behaviour will still be addressed. Pupils are expected to take responsibility for their choices and to understand the impact their behaviour has on others.

Reasonable Adjustments

Reasonable adjustments may be made where behaviour is linked to ALN, disability, trauma, communication needs or other identified barriers. Appropriate reasonable adjustments may be implemented where behaviour is linked to disability, ALN, communication need, trauma or other identified barriers. PSP/PEP/BIPs or integration with IDPs.
Reasonable adjustments are used to support pupils to meet the school's expectations. They do not remove expectations around safety, respect, learning, the rights of others or the school's duty to maintain an orderly learning environment.

Safeguarding Statement

At Kings Monkton School, safeguarding is at the heart of everything we do. This Behaviour for Learning Policy is underpinned by our safeguarding duties, including Keeping Learners Safe, and by our responsibility to ensure the safety, welfare and dignity of every pupil.

All behaviour incidents are considered through a safeguarding lens. Staff are trained to recognise when behaviour may indicate abuse, neglect, emotional distress, trauma, exploitation, bullying, discrimination or unmet needs.

- The Designated Safeguarding Lead is Mrs Sara Strange, Assistant Headteacher and ALNCo,
- Deputy DSL Mrs Karen Norton and members of the safeguarding team.

All concerns are logged and followed up in line with the school's Safeguarding Policy.

We maintain close liaison with relevant external agencies, and support measures including Pastoral Support Programmes, may be integrated with safeguarding interventions where appropriate.
Kings Monkton School adopts a trauma-informed, rights-based approach to behaviour, recognising the vital role of emotional safety in protecting and empowering learners.

Bullying behaviour, prejudice-related incidents or serious behavioural concerns may constitute safeguarding concerns and will be managed in line with safeguarding procedures where appropriate.

Expectations and Values of Our Pupils

The Importance of Good Discipline

A school cannot function effectively unless it is a disciplined environment where pupils can learn and develop to fulfil their potential.

At Kings Monkton School, we strongly believe that a successful education depends upon the school providing a supportive atmosphere in which pupils can learn and develop into rounded, caring and responsible young adults.

Good behaviour is essential to set the right conditions for effective learning and teaching to take place.

The expectations for behaviour at Kings Monkton School are high. Pupils are expected to behave well, work hard, show respect to others, and contribute positively to school life. This is reflected in our Admissions Policy as children should always feel safe, happy and secure in school.

Aims of the Behaviour for Learning Policy

The aims of this policy are:

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, pupils and Academic Board Members, based on a sense of community and shared values.
- To create a caring, family atmosphere in which learning and teaching can take place in a safe and happy environment.
- To teach, through the curriculum and ECA, values and attitudes as well as knowledge and skills.
- To promote responsible behaviour, self-discipline and respect for self, others and property.
- To encourage good behaviour through excellent role modelling and a range of rewards.
- To provide clear expectations, values and understanding of accepted behaviour within school.
- To manage issues quickly and carefully so that problems do not persist or escalate.
- To ensure staff are supported in delivering lessons and pupils are given the best educational environment possible.
- To realise our mission of giving our children the future they deserve, so they can be the best they can be.
- To ensure behaviour is addressed fairly, consistently and proportionately, while recognising individual needs, ALN, trauma and safeguarding concerns.
- To maintain high expectations for all pupils.

Code of Conduct for Pupils

This code applies throughout the school day, and provides the basic expectations for positive behaviour, whenever pupils are on school premises, whenever pupils are engaged in school activities online or off site, when representing the school, and when travelling to and from school. These expectations underpin our admission policy.

- All pupils have the right to expect a high-quality education and to feel safe.
- No pupil has the right to disrupt lessons so that teaching and learning are interrupted for others.
- No pupil has the right to behave in ways that could endanger the safety or welfare of others.
- Pupils should bring the correct books and equipment to school each day so that they are ready to learn.
- Pupils should be polite and respectful to their peers, staff and community.
- Pupils should wear the correct school uniform with pride.
- Pupils should respect their own property and the property of others.
- Pupils should be punctual to lessons.
- Pupils should keep the school free from litter, respect the school environment and support the schools agenda on sustainability.

The school may take action in relation to online or off-site behaviour where the behaviour affects the safety, wellbeing, reputation or orderly running of the school, or where it impacts members of the school community.

Pupils are expected to follow the school's Behaviour Expectations and School Rules at all times. A full list of School Rules is included in Appendix 1 of this policy.

School Rules Summary

The school rules can be summarised in four simple statements:

1. **Be on time and ready to learn**
   Be punctual to school and lessons, bring the right equipment, leave negative influences behind and work hard to achieve your potential.
2. **Be kind and respect others**
   Be polite, kind and helpful to staff, visitors and pupils at all times. Speak respectfully and be tolerant of everyone.
3. **Take pride in yourself and our school**
   Wear the correct uniform with pride and look after belongings, the school environment and the reputation of the school.
4. **Behave in a sensible manner**
   Have high standards for yourself, your learning and that of others, and adhere to the school's policies.
    1. Never act in a way that is dangerous to yourself or others.
    2. Do not bring anything into school that would disturb the normal school routine or that is not for use in an activity approved by the school.

The full list of School Rules is included in Appendix 1.

Mobile Phones

We understand the importance of mobile phones for pupil safety outside of school but in school mobile phones should be switched off and left in pupils' bags or given to the Office for safe keeping. They cannot be used around the school site, with the exception of making purchases in the Canteen, the Sixth Form Study Room and the Sixth Form Common Room. Sixth Form pupils are permitted to use their mobile phones in restricted areas accessible only by Sixth Form pupils.
Mobile phones must not be used to take pictures, record, film or tape people on school property – this is considered a significant breach of safeguarding and privacy and dealt with as a serious incident within school.

If pupils abuse the use of a mobile phone in school, they will forfeit the right to have one in their possession.

Searching, Screening and Confiscation

Where we have reasonable grounds to believe that a pupil has something in their possession which is prohibited in the school rules, unsafe, illegal or harmful, a search may be carried out by a member of the Safeguarding Team, or another member of staff authorised by the Principal.
We will always ask the pupil to hand the item over voluntarily first, where it is safe and appropriate to do so.
Any search will be carried out carefully and proportionately, with the pupil's age, dignity, privacy, safeguarding needs, ALN, disability or vulnerability taken into account. Where possible, the search will be carried out by a member of staff of the same sex as the pupil and with another member of staff present.
Searches are not used as a punishment. Staff will not carry out intimate searches or strip searches. If there is a concern that the situation presents a serious risk, may involve criminal activity, or is not safe or appropriate for school staff to manage, the police may be contacted.
Items may be confiscated where they breach school rules or present a risk to safety, wellbeing, discipline or learning. Illegal, dangerous or harmful items may be retained, disposed of safely, or passed to the police or another relevant agency where appropriate.
A written record will be kept where a search or confiscation involves a prohibited item, safeguarding concern, refusal to cooperate, serious incident or police involvement. Parents will be informed where appropriate, and always where the matter involves a safeguarding concern, illegal item, weapon, substance or serious breach of school rules.

RAIS and Restorative Approach

At Kings Monkton School we believe that pupils should have the opportunity to reflect on mistakes and learn from them.

To this end, we are a RAIS school and seek to discuss behaviour with pupils to help them understand the consequences of their actions, as well as provide guidance on how to seek better solutions in the future.

Restorative practice encourages pupils to take responsibility for their actions and to consider the impact of their behaviour on others. It is particularly useful when resolving disputes and responding to low-level disruptive behaviour. Restorative approaches are used alongside sanctions, not instead of them. The needs of those affected by behaviour are always prioritised.

Trauma-Informed Practice

Kings Monkton School adopts a trauma-informed approach to behaviour. Staff seek to understand what may sit behind behaviour, while maintaining clear boundaries, consistent expectations and appropriate consequences.
We recognise that behaviour can be a form of communication and that some pupils may have experienced adversity, trauma, loss, anxiety or unmet needs. However, understanding behaviour does not mean accepting poor behaviour. All behaviour is addressed in line with school expectations.
Staff use PACE strategies where appropriate:

- Playfulness
- Acceptance
- Curiosity
- Empathy

In teaching, PACE means:

- Building trusting relationships with pupils.
- Using a non-judgemental, curious stance when dealing with challenging behaviour.
- Creating an emotionally safe classroom where pupils feel seen, heard and understood.
- Approaching behaviour with empathy, rather than punishment or control alone.

A trauma-informed approach supports reflection, repair and improvement, but it does not remove accountability or consequences.

Staff Responsibilities

At Kings Monkton School we believe that all faculties should regularly review curriculum content to ensure it motivates pupils to learn and meets the needs of all pupils, including those with ALN, including ensuring that they incorporate an inclusive classroom, knowledge and application of IDPs and the use of LSA support staff Teaching staff are expected to keep their classroom behaviour management practice up to date through continuous professional development and awareness of wider changes in teaching practice. Staff are expected to model behaviour consistent with the Professional Standards for Teaching and Leadership and the expectations of the Education Workforce Council.

Staff are expected to understand and implement strategies identified within pupil IDPs, PSPs/PEPs/BIPs and support plans, and to adapt classroom practice appropriately to support participation, engagement and regulation.

Regular updates are maintained through individual CPD opportunities, internal CPD packages, staff INSET days, shared training information and staff briefings.

Staff training will include behaviour expectations, safeguarding links, bullying and prejudice-related behaviour, trauma-informed practice, ALN and reasonable adjustments, recording expectations, searching/confiscation expectations and the use of ClassCharts.

The impact and consistency of restorative and trauma-informed practice are monitored through learning walks, pastoral review meetings, behaviour data analysis and staff development processes.

All staff are expected to:

- Apply the policy consistently and fairly.
- Maintain high expectations for behaviour.
- Model respectful and appropriate conduct.
- Use RAIS and restorative approaches where appropriate.
- Use trauma-informed strategies where appropriate.
- Consider ALN, unmet needs and safeguarding concerns.
- Record behaviour accurately on ClassCharts.
- Challenge inappropriate language and behaviour immediately.
- Support a calm, purposeful and safe school environment.

Bullying

Bullying behaviour is not tolerated at Kings Monkton School and is defined as behaviour by an individual or group which intentionally hurts others either physically or emotionally, which may include individual instances that are usually repeated over time. The school recognises the distinction between:

- One-off incidents of poor behaviour.
- Conflict or friendship difficulties.
- Bullying behaviour.

All incidents of bullying are managed in accordance with the Kings Monkton School Anti-Harassment and Bullying Policy, which sets out the school's definitions, preventative strategies, recording procedures and response protocols.
This includes:

- Investigation and recording of incidents.
- Monitoring of patterns and trends over time.
- Support for all pupils involved.
- Use of restorative, inclusive and safeguarding approaches where appropriate.

The school takes a proactive and whole-school approach to preventing bullying through curriculum work, pupil voice, staff vigilance, supervision, restorative practice, safeguarding procedures and a culture of respect.

Bullying behaviour may constitute a safeguarding concern and will be addressed in line with the school's safeguarding procedures where necessary.

Where appropriate, support will be provided for both the pupil affected and the pupil displaying bullying behaviour, with the aim of ensuring safety, accountability, repair and behaviour change.

Reward Policy

Whole School

At Kings Monkton School we value the hard work and effort pupils put into their work and the pride they feel about being a member of our community.

It is important that we recognise both individual and tem success so that pupils feel encouraged and motivated to always try their hardest.

At Kings Monkton School we run a bespoke and specifically designed online Reward Point system, ClassCharts. Pupils are rewarded for attendance, including improved attendance records, efforts and achievements in academic, enrichment and citizenship categories.

Pupils collect reward points and have their own account that can be accessed from anywhere. Parents also have their own login accounts and can monitor the behaviour and achievement of their child studying at Kings Monkton School.

At Kings Monkton School we have houses named after previous Principals. Pupils are allocated to a house. ClassCharts points are automatically collated by House and Year Group. House Captains are selected to organise events and support their houses in achieving additional points in House Challenges.

Pupils and form groups are rewarded on a weekly and half-termly basis.
At the end of the academic year rewards are given for:

- The House with the most points.
- The pupil who gains the most ClassCharts points or contributes above and beyond to their House.

The Pupil Council is canvassed throughout the year to get an understanding of what prizes and rewards pupils would like as a result of their excellent effort and hard work.

How to Get ClassCharts Points

ClassCharts points may be awarded by any member of staff for a variety of reasons, including but limited to:

1. Improved work.
2. Consistently diligent work.
3. Excellent classwork or excellent examples of independent learning.
4. Improved punctuality.
5. Consistently good timekeeping.
6. Excellent or improved attendance.
7. More than usual helpfulness.
8. Kindness and consideration to other pupils.
9. Achieving goals in behaviour modification.
10. Attending extra-curricular activities.
11. Service in the community.
12. Pupil leadership.

- ClassCharts points can be exchanged throughout the year in the ClassCharts online reward shop.
- Certificates are awarded according to the number of ClassCharts points achieved.
- ClassCharts points are reset each September, allowing pupils the opportunity for a fresh start each academic year.
- Individual certificates celebrating achievements are awarded throughout the year, for example achievements in clubs, school matches, enterprise activities and other areas of school life.
- Teachers give verbal or written praise as often as possible. Pupils are encouraged to display their achievements in and out of school in assemblies and to their classes and teachers.
- Additional rewards may include form breakfasts, reward events, trips and treats, informed by pupil voice requests.

Sanctions

Sanctions are applied when intentional behaviour of a child interferes with the learning and teaching of the class, causes disruption around the school, or affects staff and pupils' health and safety.

At Kings Monkton School, we pride ourselves on the good behaviour and conduct of our pupils. We have clear guidance on what is accepted and expected behaviour within the school. This is shared with pupils and parents to ensure clear boundaries are established.

Sanctions are applied fairly, consistently and proportionately. They are designed to uphold high standards, protect learning and safety, and help pupils understand the impact of their behaviour.

A record will be kept of sanctions imposed for serious misbehaviour, including exclusions and major incidents.

Staged Discipline Procedure

Stage	Response	Responsibility	Possible Support
1	Classroom management	Teacher	Restorative conversation
2	Faculty intervention	Head of Faculty	Parent contact
3	Pastoral intervention	KSM/Inclusion	PSP/adjustments
4	SLT intervention	SLT	Exclusion/PEP/BIP

Stage 1

Small scale issues should be dealt with at source, either by the classroom teacher or by the member of staff on duty.
The issue should be recorded on ClassCharts under the names of the pupils involved. Parents will be able to access this information, so great care should be taken when entering this data.
Sanctions can include:

1. Warning conversation and negative point on ClassCharts.
2. 5-minute restorative conversation.
3. Informing parents via ClassCharts.

Stage 2

If an incident escalates, for example if the pupil does not attend a restorative detention, a referral to the Head of Faculty should be made.
Both parents and pupils should be made aware of this.
Sanctions can include:

1. 2 negative points on ClassCharts by the Head of Faculty.
2. Head of Faculty detention for 5 minutes.
3. Contact with parents by telephone, email or letter.

Where appropriate, behaviour incidents may be reviewed with the ALNCo before further escalation to ensure needs are not unmet or misunderstood.

Stage 3

Referral should be made to the Inclusion Officer, the appropriate Key Stage Managers, and where appropriate the relevant Assistant Headteacher.

- For primary KS1&2 pupils, Key Stage 1&2 Manager should be informed.
- For pupils in KS3, this should include Key Stage 3 Manager.
- For pupils in KS4, this should include Key Stage 4 Manager.
- For Sixth Form pupils, Head of Sixth Form should intervene with the parents and pupil.

- A meeting will be held with the pupil and parents must be informed. At this point a Pastoral Support Programme (PSP) could be put into place. This will consist of a range of supportive measures designed to support the pupil such as, interventions, reasonable adjustments, pupil reports, RAIS conversations. This will be reviewed by the Inclusion Team after an agreed amount of time and fed back to parents.

Stage 4

Stage 4 is used where behaviour concerns are serious, persistent, or have not been resolved through earlier stages of support and sanction.
At this stage, the matter will be dealt with by an Assistant Headteacher, Vice Principal or the Principal depending on the nature of the concern and the needs of the pupil.
Stage 4 may involve a range of sanctions and interventions, including but not limited to:

1. Fixed-term exclusion.
2. Wave 2 or 3 interventions
3. Post Exclusion Plan
4. Other appropriate sanctions or support strategies deemed necessary by senior staff.

Fixed Term Exclusion

Following a fixed-term exclusion, the pupil will return to school, and a meeting will be held with parents and members of the Inclusion Team. At this point, a Post Exclusion Plan will be put in place to support the pupil's successful reintegration and to reduce the likelihood of further incidents. The Post Exclusion Plan will be reviewed by the Inclusion Team and shared and communicated fully with parents.

It is considered that Stage 1 to 3 sanctions should be enough to resolve most behavioural issues within the school, and that permanent exclusion is only used in very rare circumstances.

However, when sanctions fail; for example, when the pupil fails to respond to the Pastoral Support Plan, the behaviour falls well below the expectations of the school, or the pupil is excluded more than twice on a fixed term basis, then they will be referred to the Disciplinary Panel.

Ongoing Monitoring and Follow-Up: Stages 1–3

The Inclusion Officer provides the Inclusion Team with a weekly breakdown of ClassCharts behaviour points. This should be reviewed in Form Time and Wellbeing Meetings and, if there are repeated incidences, the tutor, Inclusion Officer or Key Stage Manager should make parents aware. Emails should copy in the relevant Key Stage Manager.

Form Tutors can put pupils on pupil report or in lunchtime detention.
Sanctions can include:

1. Pupil Report.
2. RAIS Conversation.
3. Detention.

4. Emails to parents.
5. Referral to Key Stage Manager.

Major Incidences

For major issues these Stages can be skipped, and the pupil immediately referred to an Assistant Headteacher, Vice Principal or the Principal, Stage 4 on the procedure.
Major incidences can include:

1. Swearing at a member of staff.
2. Physical assault of a member of staff.
3. Bullying – to include physical, verbal, emotional and cyberbullying. (Please refer to Anti-bullying Policy)
4. Putting oneself, or others, in danger.
5. Complete non-compliance or continued patterns of non-compliant behaviour.
6. Smoking, vaping, drinking alcohol or using illegal substances.

This is not an exhaustive list but gives examples of the type of incidences that could warrant a move to Stage 4.

The school treats abusive language, violence and threatening behaviour towards staff or pupils extremely seriously.

- Independent schools in Wales are not bound by the same statutory exclusion procedures as maintained schools.
- Pupils caught smoking, vaping, drinking alcohol, or coming onto the premises drunk will be excluded from the school.
- Pupils caught using illegal substances on premises, or entering the school under their influence, will be permanently excluded from school. The matter will be referred to the police or relevant external agencies.
- Kings Monkton School does not tolerate bullying. All instances of bullying are thoroughly investigated and, where substantiated, acted upon in line with the Anti-Harassment and Bullying Policy (September 2026).
- Pupils and families may be encouraged to write a victim impact statement. Where appropriate, incidents of bullying may be resolved using RAIS approaches and targeted support following the incident for both the pupil affected and the pupil displaying bullying behaviour.
- Incidents of bullying are recorded and will be reported to the police or relevant external agencies where required or appropriate.

Appeal Against a Decision to Exclude

In the case of exclusion, parents have a right of appeal to the Academic Board.
Any such appeal must be made in writing within 5 working days of receiving written notification of the exclusion.
The decision of this panel will be regarded as final.

Academic Board

In extreme cases, where permanent exclusion is being considered, the parent(s) and child will be invited to attend a meeting with the Disciplinary Panel, which may include the following:

- The Proprietor or their representative
- A parent member of the Academic Board
- An independent member of the Academic Board
- A Staff Member of the Academic Board.

A meeting will be convened to discuss the suitability of the child's placement at Kings Monkton School and will consider:

1. The ability of the school to meet the child's needs.
2. The class and other children within the school and the impact on their learning and development.
3. Staff welfare.

The Panel will be advised by key people within the school including, where appropriate:

- Assistant Headteacher DSP and ALNCo.
- Assistant Headteacher Wellbeing and Inclusion.
- Head of Sixth Form.
- Key Stage Managers
- Staff

Possible Outcomes

The Disciplinary Panel will assess the situation that is discussed during the meeting and will listen to the concerns of the school and the parent(s).
When considering a way to move forward the Panel can:

Extend the Fixed Term Exclusion

This can be useful if the child would benefit from additional time outside of school to visit health care professionals or gain additional support from external agencies.

Return to school, working with a Behaviour Improvement Plan

Pupil will return to school with a support plan in place agreed between school, parents and pupil with agreed targets, support and review dates. Failure to meet these agreed targets may result in the case being referred back to the Academic Board Disciplinary Panel.

Agreed Phased Return

Where parent(s) and the Panel agree a phased return, up to 3 weeks, the child can be re-integrated within the school slowly to assess behaviour and impact on others.
A structured Behaviour Improvement Plan and review period would be agreed and adhered to.
Failure to meet this plan may result in permanent exclusion.

Permanent Exclusion

The decision to permanently exclude will only be taken when:

1. The school feels it cannot meet the needs of the pupil and their place within the school is detrimental to the learning and teaching of other pupils.
2. The pupil has conducted themselves in such a way that they have breached a major incidence within this policy, for example bringing drugs onto the premises, or contravened safeguarding controls.
3. Behaviour records are maintained in compliance with the General Data Protection Regulation and the Data Protection Act 2018. This is overseen by the DPO,

Any decision to exclude will be made fairly, proportionately and with consideration of safeguarding, ALN, reasonable adjustments, the pupil's previous record, the seriousness of the incident and the impact on others.

Before permanent exclusion the school will normally consider:

- reasonable adjustments
- safeguarding factors
- previous interventions
- support plans including Pastoral Support Plan, Post-Exclusion Plans and Behaviour Improvement Plan
- proportionality
- risk to others
- ability to meet need safely

The school will follow its published procedures and keep written records of the decision-making process.
The decision of the Disciplinary Panel is final and there is no right to appeal.

Behaviour Improvement Plan (BIP)

Pupils who do not respond to school actions to combat disaffection may be at serious risk of permanent exclusion or criminal activity.
Such pupils may need longer-term intervention to keep them from dropping out of school altogether and not realising their potential.
At Kings Monkton we are an inclusive school and work hard to ensure that all children achieve their best, but it is imperative that they cannot disrupt the learning of others.
When we have a child who is not responding to school sanctions and needs additional support, and we feel that we can continue offering that support without affecting others, we put into place a Behaviour Improvement Plan (BIP).

Main Principles
The Behaviour Improvement Plan is a school-based intervention programme to help individual pupils better manage their behaviour and identify any support mechanisms which need to be put in place.
The BIP should identify precise and realistic behavioural outcomes for the child to work towards.

A BIP does not replace the additional learning needs assessment process, although it might form part of ALN planning for pupils with emotional and behavioural difficulties and be integrated with IDPs.
A BIP is intended as a means of providing additional support to avoid exclusion and must not be developed with the sole aim of excluding a pupil.
A nominated staff member should oversee the BIP. This is usually the appropriate Key Stage Manager.
In constructing a BIP, schools should liaise with all relevant agencies and consolidate planning and monitoring meetings wherever possible.
In drawing up a BIP, the school staff, in conjunction with others, should consider the holistic needs of the pupil.
These agreements need to be shared with parents and should involve LA support if the child is on an LA funded placement.
Where necessary, the Disciplinary Panel will be kept informed of the BIP and the actions the school is taking to try and support the child.

Formal support plans

A range of behaviour support strategies may be used depending on the level of concern, the needs of the pupil and the risk of further escalation.
A Pastoral Support Programme (PSP) may be introduced as part of Stage 2 support where behaviour concerns are beginning to form a pattern and early, structured intervention is needed. The purpose of the PSP is to identify clear targets, support strategies and review points so that the pupil is given a meaningful opportunity to improve before concerns escalate further.
Following a fixed-term exclusion, a Post Exclusion Plan (PEP) will be put in place where appropriate to support the pupil's return to school, clarify expectations and reduce the likelihood of further incidents.
A Behaviour Improvement Plan (BIP) is used after a Disciplinary Panel where the school agrees that the pupil may remain at Kings Monkton with very clear expectations, structured intervention, monitoring and review.
These plans are designed to support pupils to understand their behaviour, repair harm where appropriate, and meet the high expectations of Kings Monkton School. They do not replace sanctions or accountability but sit alongside them as part of our trauma-informed RAIS approach.
All plans will be shared with pupils and parents and will include regular review and monitoring points to assess progress and determine next steps.

Physical Intervention

Physical punishments, or the threat of them, are strictly prohibited in kings Monkton School.
Physical intervention will be used only as a last resort and in line with the school's policy, and is only used where it is necessary to prevent personal injury to the child, other children or an adult, or to prevent serious damage to property.

Physical intervention
Any incident of this nature is recorded, and the parent is informed on the same day.
At Kings Monkton, Learning Support Assistants are trained in positive handling and de-escalation techniques used to de-escalate behaviours and physically restrain pupils if necessary.
The Principal and Vice Principal are also trained in the use of TEACH.

School Travel Behaviour Code

All pupils must behave responsibly and safely when travelling to and from school, whether by bus, taxi, train, bicycle, walking or any other way.
Pupils must follow the rules in the Welsh Government School Travel Behaviour Code and has its own Bus Behaviour Code.
The school will take action against any pupil who misbehaves on their way to or from school.
All pupils are given copies of the School Travel Behaviour Code and are made aware of their responsibility to comply with it.

Monitoring and Review

The implementation and effectiveness of this Behaviour for Learning Policy will be monitored on an ongoing basis and formally reviewed annually by the Senior Leadership Team.
Behaviour trends, ClassCharts data, inclusion interventions, PSPs, PEPs, BIPs exclusion records, serious sanctions, major incidents, bullying incidents, prejudice-related incidents, discriminatory language, online behaviour, attendance links, pupil voice and the impact of restorative and reasonable adjustment strategies will be analysed to identify patterns and inform continuous improvement.
A comprehensive report summarising this analysis will be presented to the Academic Board each academic year, alongside any recommendations for policy amendments.
Pupil and parent views will be sought periodically to evaluate how well the policy supports safety, fairness, belonging and high standards of behaviour.
This ensures that the policy remains responsive to the needs of pupils and reflects evolving best practice, statutory guidance and school priorities.

Appendices

Appendix 1: School Rules

1. Pupils should behave in a manner which is considerate of others' well-being, safety, and comfort.
2. Pupils must always be polite and courteous.
3. Correct school uniform must be always worn. The regulation school blazer should be worn to and from school including the final public examination period in Year 11. All pupils should have the correct sportswear.
4. Pupils must arrive punctually for the start of school and for the beginning of lessons.
5. Pupils must not leave the premises during school hours.
6. Pupils must obey the school uniform rules. Skirts must be to the knee. Hairstyles need to be sensible and conducive to health and safety in school. Hairstyles or hair coverings worn because of health reasons, cultural, family religious and social customs as part of a pupil's ethnic origin are respected, as are head coverings such as Hijabs, which should be navy blue. Should a pupil have concerns or issues with hair they should raise it with their KSM, Principal or formally as a complaint.
7. No make up no false eyelashes or false nails, no nail varnish, and no hair dye.
8. No chewing. Chewing gum must not be brought to school.
9. No smoking, including shisha pens and e cigarettes, in school or at any time while wearing school uniform or when pupils are representing the school.
10. Pupils should always keep money with them. Large sums of money should not be brought to school. In exceptional circumstances money should be deposited with the office for safe keeping.
11. No items should be brought into school for the purpose of buying and selling.
12. Pupils must not deface property, including school buildings, furniture, and books.
13. Pupils must not enter the laboratories, multi-gym, ICT Suites, or Technology room during the lunch time or break times without permission from a teacher.
14. No jewellery including earrings that are not a pair of single stud earrings. Items which are worn contrary to school rules will be confiscated for an appropriate period. The school will not take responsibility for items which are worn contrary to school rules.
15. Textbooks are on loan from the school and the pupils must take responsibility for them. Losses will be charged to the pupil/parent. Textbooks must be returned at the end of the school year.
16. Independent learning should be submitted on time.
17. The school policies should be read by each pupil.
18. Mobile phones must be switched off during the school day and left in bags or given to the Main Office for safe keeping. Mobile phones should not be used to take pictures on the school premises. If pupils abuse the use of a mobile phone in school, they will forfeit the right to have them in their possession. At no point should a mobile phone be used for filming or taping people on the school property.
19. Pupils should not carry any sharp implements on them. This includes penknives, craft knives and scissors. Any pupil found in possession of such an implement, other than

for use in the classroom, will be liable to immediate suspension/expulsion depending on the circumstances.

20. Any pupil found guilty of the possession and/or supply of drugs or other harmful substances will be severely punished. The school has a policy of zero tolerance in this area and reserves the right to expel a pupil in such circumstances.
21. There are some rules that cannot be broken under any circumstances and failure to uphold them can result in exclusion from our school:

- Swearing at a member of staff.
- Physical assault on a member of staff.
- Bullying.
- Putting oneself, or others, in danger.
- Complete non-compliance or continued patterns of non-compliant behaviour.
- Smoking, vaping, drinking alcohol or using illegal substances.

Appendix 3 - Incident Form

Incident Report Form

Name of Pupil:	Date:	Time:
Person/People involved:		
Describe the incident being reported:		
What was the location of the incident? Tick one and explain. ☐ *A location on school site: please explain* ☐ *School Bus: please explain* ☐ *Off School site: please explain* ☐ *Electronic communication (mobile phone, online gaming, social media): please explain*		
Pupil signature:	Date:	
Staff signature:	Date:	

Are there any safeguarding concerns emerging from this statement Yes No Possibly

Appendix 4 – RAIS

Restorative Conversation Record

Name:
Year:
Date:
Staff:

Can you tell me what happened?

What was happening before this situation occurred?

What were you thinking at the time?

What were you feeling at the time?

Who has been affected by this and how?

What do you think needs to happen to put this right?

What support or actions will help you move forward?

Is there anything more we can do to support you through this?

How can we prevent this from happening again?

What are the next steps discussed in the restorative conversation?

Agreed Outcomes:

Summary of Conversation:

Signed:

Appendix 5 – Bullying Reflection Statement

Bullying Impact Statement

Name:
Before you answer the questions, take time to reflect on what has happened. Make sure that you are calm and are able to give the facts of what has happened. Take a breath and only start when you feel ready. Take one question at a time.
My Name: _____ Class/Form: _____ Date: _____ **What happened?** **How it made me feel** This behaviour made me feel: □ Sad □ Angry □ Embarrassed □ Worried □ Left out □ Other: _____ I would like to explain more: *"When this happened, I felt…"* **How it affected me and my family** *"This also affected me/my family because…"* **What I would like to happen now** *"To help repair what happened, I would like…"* **Anything else I want to say** *"I also want the school to know…"*

My promise I understand that this statement is about how I feel and how the behaviour has affected me. It is not about wanting anyone to be hurt, but about helping everyone learn and make things better. **Signed:** _____ **Date:** _____ **Remember:** Your voice matters. This form helps others understand how bullying has affected you and how things can be made better.
<u>Resolution questions</u> What needs to happen to put this right? Who can help you put this right?
Name of member of staff/teacher taking the statement Outcomes/action

Signed:	Date:
Member of staff:	Date:

Appendix 6 – Pupil Report

KINGS MONKTON SCHOOL

Kings Monkton School
Inclusion & Pastoral Team
Daily Behaviour Report

NAME: _____

FORM: _____

W/B: _____

Kings Monkton School Daily Behaviour Report

KINGS MONKTON SCHOOL

Name:_____ **Form:**_____ **Date:** _____

TARGET 1:
TARGET 2:
TARGET 3:

Period	Lesson	Comments	Signature
Reg			
1			
2			
3			
4			
Break			
5			
6			
7			
Lunch			
8			
9			
10			
11			

Inclusion Team Signature _____

Appendix 7 – Pastoral Support Programme (PSP)

Kings Monkton Post Exclusion Plan

KINGS MONKTON SCHOOL

Pupil name:	Form:
Staff Member Overseeing PSP:	
Additional Pupil Context:	
Reason for Support Plan:	
Focus Area 1: .	
Focus Area 2:	
Focus Area 3:	
Actions:	
Monitoring Process:	
Outcomes:	

Pupil Signature:		Date:	
School Signature:		Date:	

Review Dates: Final Pupil Reflection Statement: Staff signature:

Appendix 8 – Post Exclusion Plan (PEP)

Kings Monkton Post Exclusion Plan

Pupil name:	Form:
Key Stage Manager:	
Additional Pupil Context:	
Reason for Exclusion:	
Actions Previously Taken:	
Parental Meeting:	Date:
Attendees:	
Focus Area 1:	
Focus Area 2:	
Focus Area 3:	
Actions:	
Monitoring Process:	
Outcomes:	

Pupil Signature:		Date:	
Parent/Guardian Signature:		Date:	
School Signature:		Date:	

Review Dates: Final Pupil Reflection Statement: Staff signature:

Appendix 9 - Behaviour Improvement Plan (BIP)

Kings Monkton School Behaviour Improvement Plan

Pupil name:	Form:
ALN Stage:	ALN Need:
Attendance:	Exclusions:
BIP Lead:	
Meeting attendees:	
Reason for BIP:	
Previous strategies/actions	
From a pupil perspective - What is working well?	From a school perspective - What is working well?
Even Better If:	Even Better If:
School set targets	How these will be achieved, measured and when they will happen
Target 1 -	
Target 2 -	
Target 3 -	
Signed by pupil:	Date:
Signed by school:	Date:
Review dates: Short Term Medium Term Final Review Pupil Reflection Statement Staff Signature:	