KINGSTONE ACADEMY TRUST

APPROVED POLICY DOCUMENT

Behaviour Policy & Statement of Behaviour Principles	
Relevant School/s:	KHS
Policy Officer:	**Dave Cook**
Approval:	**Delegated**
Date of Review:	**September 2024**
Next Review:	**September 2025 (or in light of legislative change)**
Distribution:	**Public, on website**

1. Aims

All members of the school community are expected to make a positive commitment to promoting and modelling positive behaviour for Learning. Our aim is to ensure a peaceful, safe and happy school in which individuals can live, learn and develop their potential. To this end all staff will strive to show care and compassion towards each other, adults and students alike, as well as enforce the rules firmly and fairly.

Students are encouraged to respect themselves and others and expected to take responsibility for their own behaviour. The clear codes of acceptable behaviour should be adhered to by students. Staff and students should follow the agreed procedures if breaches of the rules occur.

This policy aims to:

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

1.1 Written statement of behaviour principles

- **Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others**
- **All pupils, staff and visitors are free from any form of discrimination**
- **Staff and volunteers set an excellent example to pupils at all times**
- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**
- **The behaviour policy is understood by pupils and staff**
- **The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions**
- **Pupils are helped to take responsibility for their actions**
- **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:
Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

This policy sets out a framework for the behaviour for learning of all in Kingstone High School and is a statement of good practice that contributes to the positive ethos at our school, in line with the school's mission statement "Achieving Success Together". The policy promotes high quality learning relationships for all and sets out appropriate ways of dealing with problems that may arise through clear systems and structures. We believe in rewarding those who work hard and behave respectfully as well as having consequences for those who choose to break the rules. We have a commitment to developing and building an inclusive school and an approach to learning that builds security through recognising strengths and celebrating success, leading to good classroom relationships. This ensures that the values of our school are based on equal opportunities for all. We have fair rules and we believe that every member of our learning community has a part to play in making sure that they are adhered to.

This is a working document that lays out the different parts of the policy. We are aware that its success depends on students, parents, and staff working together to achieve the behaviour we all want from all of our children.

The school uses Go4Schools Behaviour Management System (Go4Schools) to record incidents of unacceptable behaviour and as a method to reward positive behaviour through a points system.

At Kingstone High School we value the input of all members of our learning community. A working party of staff and students has been consulted in relation to our current behaviour systems.

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in Appendix 2, our anti-bullying strategy

5. Roles and Responsibilities

5.1 The Board of Trustees

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Go4Schools
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers play a vital role in the promotion of positive behaviour and it is important that the school and parents work in tandem to address inappropriate behaviour or academic underperformance. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and carers should:

- Ensure your child attends school every day and arrives on time for registration

- Acknowledge the school's positive behaviour policy and support your child's self-discipline by encouraging good behaviour
- Encourage your child to develop and sustain positive relations with their peers
- Set high and realistic academic expectations for your child
- Talk to your child about what they are learning; how they are revising and how they can improve
- Monitor and check your child's homework on Go4Schools
- Communicate with the school when there are concerns.
- Inform the school of any changes in circumstances that may affect their child's behaviour Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

We recognise that this partnership is crucial in supporting the child and preventing a deterioration of behaviour, which could ultimately impede the progress of the pupil. Early detection of potential problems enables speedy and more effective remedies. The importance of the school/parent partnership cannot be over-stressed. It is through an effective partnership that we can ensure that young people are given the necessary support to facilitate their academic, personal and social development.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Policy

See Appendix 1 for our Behaviour Procedure

Pupils are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Pupils are allowed to have mobile phones with them on-site
- Pupils cannot use them during the school day, they should be out of sight at all times (excepting medical or with the permission of a member of staff for personal reasons).

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our child protection and safeguarding policy for more information.

6.3 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Any use of reasonable force will be recorded in a Go4Schools log, as well as the use of our KHS Physical Intervention Recording Form – see Appendix 3.

6.4 Confiscation and searches

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

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

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

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

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

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

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

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

Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, designated safeguarding lead (or deputy) or pastoral lead, to try and determine why the pupil is refusing to comply.

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

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:
- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions
Possessions means any items that the pupil has or appears to have control of, including:
- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items, listed in section 3, and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:
- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search
After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

6.5 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 (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.6 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 be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
If a decision is made to report the matter to the police, the Headteacher will make the report.
The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.8 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police
Please refer to our child protection and safeguarding policy for more information

6.9 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will

consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding for allegations against staff: and a statement of procedures for dealing with allegations of abuse pupils.

7. Responding to misbehaviour from pupils with SEND

7.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. For example, these are not exhaustive:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:
- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

8. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

9. Monitoring arrangements

9.1 Monitoring and evaluating school behaviour

The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Deputy Headteacher. The data will be analysed from a variety of perspectives including:
- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

9.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Quality and Standards Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 9.1). At each review, the policy will be approved by the Headteacher.

10. Links with other policies

This behaviour policy is linked to the following policies

- Suspensions and Exclusions policy
- Safeguarding Policy
- Home School Agreement

Appendix 1: KHS Behaviour for Learning Procedures

1. Our Expectations for Students

We understand that our students will experience the usual difficulties and problems associated with adolescence. However, by the time our students leave school, we expect that they will demonstrate maturity, social and self-awareness, as well as being considerate of others in local and wider communities. We expect our students to be seen both in school and in the wider community as mature young people, aware of their personal responsibilities.

Our three school rules are Ready, Respectful and Safe, and all communication with students relating to behaviour will use this language. This pertains to both positive and negative behaviour. This has been inspired by the Paul Dix model from his book, 'When the adults change, everything changes'. This is underpinned by our school vision of Achieving Success Together and in coordination with our values of Perseverance, Kindness and Respect.

The Classroom

In the classroom we expect that Students will:
- Arrive on time properly equipped
- Not eat or drink in class, with the exception of water bottles
- Make it easy for everyone to learn
- Listen and consider the views of others
- Work cooperatively with teachers and other students
- Work to the best of their abilities
- Take responsibility for their own work and behaviour
- Follow reasonable instructions

Following the school code of conduct, all students are expected to:
- Respect themselves and each other.
- Work in a positive way in lessons
- Be organised and work either silently or actively for the benefit of themselves and others
- Behave in a safe and sensible manner
- Be on time for school and for lessons
- Respect and care for the property of others and for the school environment
- Wear school uniform correctly

Start of lessons

- Arrive at lessons on time
- Be in full school uniform and have relevant equipment/kit
- Begin the lesson in an orderly manner
- Settle down to starter promptly

During Lessons

- Follow teacher instructions
- Complete activities that are set
- Behave positively towards others
- Work silently when required to
- Actively engage in the work set
- Record all homework

End of Lessons

- Ensure the classroom is tidy -no litter or clutter.
- Stand behind chairs and wait to be dismissed.
- Leave the lesson in an orderly manner.

2. Our Expectations for Staff

We expect that staff will:

- Create a secure learning environment where students can learn free from emotional or physical threat
- Set clear and reasonable limits
- Encourage students to trust staff by treating pupils fairly and with respect
- Have high expectations and give informal feedback about effort, progress, achievement and behaviour
- Set work appropriate to the students' current attainment
- Apply positive noticing strategies and recognise positive behaviour
- Discuss behaviour with students and how to move on and re-engage with learning
- When incidents occur in the classroom encourage students to be honest and find ways of 'putting it right'
- Encourage students to discuss their concerns with staff
- Record rewards and sanctions on Go4Schools

Start of lessons

- Ensure students are in full uniform before they enter the lessons
- Ensure that there is an orderly start to the lesson – work to be available upon entry.
- When possible, ensure learning objectives are on the board before students arrive
- Greet students appropriately at the door and oversee the corridor directly near to their door
- Expect students to enter immediately and go straight to their workplace as stated on the seating plan.
- Aim to have the class at work within a few minutes

During Lessons

- Ensure that lessons are differentiated and delivered in an appropriate way
- Reinforce positive behaviour management strategies (explained below)
- Follow up any challenging behaviour according to the school policy
- Actively reinforce the rewards policy
- Give verbal praise and encouragement as often as possible – try to say something positive to everyone.
- Be mobile around the classroom, position themselves so that every student can be seen
- Implement silent work when conducive to learning
- Ensure students have recorded homework
- End the lesson in an orderly manner

End of Lessons

- Ensure clearing up is achieved by all – accept no litter or clutter
- Students to stand behind their chairs to wait to be dismissed individually
- Dismiss students in an orderly fashion
- Oversee the corridor directly near to their door

3. Our Expectations: outside of the classroom

It is the responsibility of all staff to deal with behaviour incidences that do not conform to the code of conduct, wherever they occur around the school.

Students who behave inappropriately should be made aware of the fact that the member of staff is dissatisfied with them. The member of staff should encourage the student to correct his/her behaviour. Sanctions for students not willing to accept responsibility could be any of the following:

> 1. **Question- 'Are you refusing to follow my instructions?'**
> 2. **Question –'Are you aware that you are not following the school's code of conduct?'**
> 3. **A private conversation with the students**
> 4. **The relevant consequence following the Behaviour System**
> 5. **Phone call home**

Corridor Rules

In order to enable safe movement and good behaviour in the corridor it is stressed that all staff have a responsibility to remind students of appropriate behaviour in corridors and to walk on the right-hand side of the corridor. This means:
- All staff to challenge, calmly and assertively, students who are breaking the rules, referring directly to the rules i.e. walking on the right side of the corridor.
- In confronting poor behaviour, aim to avoid conflict with students and if necessary seek support.
- All staff who observe poor corridor behaviour should record an Out of Class Sanction on Go4Schools.

- All staff should be at the door of their classroom on time (before the bell) at the start of the lesson to supervise entry and exit to and from the corridor.

Other areas in school

All staff to challenge, calmly and assertively, students who are breaking the rules. Staff should refer directly to the rules when challenging unacceptable behaviour. All staff who observe poor behaviour outside of lessons and the corridors should log the issue on Go4Schools and inform a relevant member of staff (on-call, duty staff, Head of Year, Pastoral Leader, SLT etc.)

Areas outside of school

Individual student's behaviour in school will be a factor taken into consideration when trips are being planned. Students not meeting expectations, will be given an opportunity to achieve set targets (within a time frame) to show they have achieved positive behaviours to allow them to access the trip.

Student behaviour outside school on school business (e.g. school trips, away school sports fixtures, college placements or work experience placements) is subject to the school's Behaviour for Learning Policy and Code of Conduct. Poor behaviour in these circumstances should be dealt with as if it had taken place in school.

These rules are broken down in to social norms. The social norms are essentially our school rules and they are visible and communicated throughout our school.

They are based around acrostics of the following words:

Student
Learns
Moves
Breaks

STUDENT

A reminder of 'this is how we do it here'

S: Show respect, kindness, and perseverance at all times

T: Turn off and put away all phones before entering the school grounds

U: Use good manners, say please and thank you

D: Do line up in an orderly manner

E: Ensure you have the correct equipment

N: Never forget to wear your uniform with pride

T: Timekeeping matters; be punctual

LEARNS

To support everyone with their learning...

L: Listen to and follow instructions first time

E: Equipment out eyes on the teacher / task

A: Ask for help when you need it

R: Respect the classroom by working in silence unless directed otherwise

N: Never call out or stop others from learning

S: Sit still, pens down facing the speaker to show you are listening

MOVES

When moving around the building...

M: Move sensibly and calmly around the building

O: Observe one way system and walk on the right-hand side of the corridor

V: Value respect for others' belongings and personal space

E: Extend courtesy by holding doors open for others

S: Speak politely; no swearing or shouting of abusive language

BREAKS

During breaks and unstructured time

B: Bin all litter

R: Retrieve balls beyond school gates only after notifying staff supervision

E: Eat in the canteen or outside the main school building

A: Avoid pushing, shoving and over physical play

K: Keep others' possessions safe; no mistreatment

S: Start moving to the next lesson at the first warning bell

4. Anti-Bullying

The Principles

Kingstone Academy aims to provide a safe and caring environment in which each student feels secure. We see it as the responsibility of us all, the Governors, the Headteacher, The Staff, Students and Parents to ensure that the School has an ethos that encourages every student to achieve their maximum potential, both academically and socially.

There should be an atmosphere of mutual respect, co-operation and consideration for others, particularly within the School Community, but also in our dealings outside of school. Any behaviour that is threatening, that makes an individual feel uncomfortable, unhappy, intimidated or persecuted in or on the way to and from school, will not be accepted. Students who are found to be involved in bullying will be dealt with through the School's Sanctions Policy and where necessary exclusion will be considered.

What is Bullying?

- At Kingstone we consider that bullying is the deliberate act to emotionally and/or physically harm another student. Quite often this act is repeated over a period of time and victims find it difficult to defend themselves. Bullying can take many forms including:
- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones
- Intimidation – mental or physical, even if not directly involved i.e. being a member of a group of students known to intimidate other students.
- The Kingstone community will discuss the issues surrounding bullying as part of the curriculum. This will help to raise the awareness about bullying and the anti-bullying policy. It will work towards increasing the understanding for victims and help in the building of an anti-bullying ethos. The curriculum will teach students how to manage their relationships with others constructively. **See Appendix 2 Anti – Bullying Policy**

5. Positive Behaviour Management Strategies

All members of staff should employ strategies to avoid / defuse confrontation so that an exacerbation of the situation may be avoided. The manner in which staff speak to students can often determine the response they receive.

If confrontation develops between a member of staff and a student, then the following strategies could be employed in an attempt to defuse the situation:

- Keep voice calm and lower the volume to lower normal level
- Use of simple scripts, e.g. "I've noticed…", "I need you to…" and "Thank you for…"
- Speak to the student without an audience
- Keep calm and avoid shouting
- Do not invade student's "personal space"
- Avoid touching the student – never try to remove a student physically from a room or attempt to block a student's exit, unless there is a significant risk to staff/student safety
- Never insult, abuse or humiliate a student verbally
- Be prepared to postpone the dialogue until the student has calmed down

We must aim to develop positive working relationships with our students and every member of staff must balance any disciplinary sanctions with positive reinforcement, rewards and recognition of students' efforts and successes.

- As a starting point, when a student is challenged in a calm assertive manner every member of staff is expected to cover some of the points below:
- Check that the student understands what he/she is in trouble for by discussing what has happened to them
- Establish that she/he knows the behaviour was unacceptable
- Explore the effect that the behaviour has on others
- Discuss with the student the nature of the behaviour they are exhibiting
- Exercise strategies for avoiding the same situation in the future
- Encourage student to think of or offer some alternative strategies in order to avoid a repetition of the unacceptable behaviour.

All staff should be consistent in following up and recording incidents of unacceptable behaviour on Go4Schools.

6. Consequences for Disruption to Learning

When a student breaks the rules teachers will be working with this escalating system:

At the point at which Step 4 'remove' is used, the member of staff 'on-call' will collect a student from the classroom or space and take them to 'triage'. The 'triage' room is supervised by a member of the middle or senior leadership team and provides a space to continue working without the risk of disrupting others. Students remain in triage for the remainder of that lesson (if it is a double period, that will include both lessons).

Being removed from a lesson due to persistent disruption to the learning of others is a serious offense. All such instances will be logged on Go4Schools, deducting two house points, and result in an after-school detention. This should be completed on the same day as the offence when agreed with parents/carers. Staff involved will attend the detention for a restorative conversation and/or teach any missed work. The aim of this is to ensure a fresh start to the next lesson and reduce any further opportunities for repeat offences.

It is the responsibility of the on-call member of staff to phone home and update parents/carers that their child has been removed from a lesson and agree on the after-school detention. Parents/carers must be mindful that the on-call member of staff will not have all the information at this time, and it is the responsibility of the member of staff who removed the child to log it on Go4Schools and contact home as soon as possible to inform them of the behaviours that resulted in this consequence being applied.

Triage Procedure

Depending on the time of day, triage is based in different teacher rooms. It acts as a short-term supervised classroom for students who have been disrupting the learning of others. It is closed during break and lunch time as students admitted to triage will be permitted to leave at the end of the lesson they were removed from.

The students will either:
Be taken there by the On Call staff with classwork from the lesson they have been removed from. They will stay there for the remainder of one period, or for two periods if the lesson is a double.

Students need to:

- Arrive calmly and in-line with school expectations.
- Complete work or mindfulness activities.
- Undertake all behaviour related workshops, mentoring and work.
- Each student in Triage will be told the rules and what is expected from them.
- Monitor and record students' behaviour on Go4Schools.
- The students are responsible for cleaning their desks. The desks need to be checked.

STUDENTS ARE NOT ALLOWED TO TALK IN TRIAGE.

Staff need to ensure:

- Students understand the standards expected in Triage and the consequences for failing to uphold this standard.
- Ensure there is suitable work for the student to complete and return to class teacher.
- Complete the Triage Record via the spreadsheet, and update this as and when the on-call member of staff provides further information of follow-up
- If a student arrives at Triage themselves, on-call is requested to investigate this. The student should sit in Triage until this is investigated.
- On-call is contacted immediately if a student walks out of triage.
- The behaviour policy and the 4-steps are applied in the same way as a lesson. If students are misbehaving in triage, they should have the same Remind, Warn, Intervene and Remove opportunity. Contact on-call if a student needs to be removed from Triage. The likely consequence in this situation with be (Internal Isolation / suspension)

Internal Suspension / isolation

If students need to be isolated from the rest of the school, they are seated in a senior member of staff's office for the day. They have their work brought to them and during breaks and lunch they are supervised.

The students will either:
Arrive at the school reception area to be placed in isolation at 08.50 and leave at the agreed time prearranged
or:
Be taken there by the On Call staff, the log completed, parents and Head of Year to be informed.

Students need to:

- Undertake any behaviour related workshops, mentoring and work.
- Hand in all mobile devices.
- Bring their own food and drink (except FSM). If food is needed, this needs to be booked with the On Call earlier in the day.
- Each student in isolation will be told the rules and what is expected from them.
- Monitor and record students' behaviour on Go4Schools.
- Students are only allowed to eat and drink in their breaks when it has been agreed with the member of the staff supervising.
- The students are responsible for cleaning their desks. The desks need to be checked.

Staff need to ensure:

- Students understand the standards expected when in isolation and the consequences for failing to uphold this standard.
- Ensure there is suitable work for the student to complete and return to class teacher.
- Complete the isolation log on Go 4 schools.
- On-call is contacted immediately if a student walks out of isolation.
- The behaviour policy and the 4-steps are applied in the same way as a lesson. If students are misbehaving, they should have the same Remind, Warn, Intervene and Remove opportunity. Contact on-call if a student needs to be removed. The likely consequence in this situation will be suspension.

7. Escalation of Behaviour Choices and/or Consequences

Class / Form teacher – REMIND

	Behaviour	Sanction	Notes
	• Talking/off task • Littering • Late to lesson • Incorrect / missing uniform or equipment • Failure to follow instructions • Distracting other students • Chewing Gum • Internet Misuse • Use of Mobile Phone* • Any other behaviour deemed 'inappropriate'	Positive reinforcement used to advise and support students in changing their behaviour choices. Remind the student of 'Ready', 'Respectful' or 'Safe' and indicate how the behaviour needs to change. Use basic scripts: "I've noticed…", "I need you to…, "Thank you for…"	Seating plans and groupings should be considered in advance of lessons to prevent poor behaviour. *Removal of mobile phone and placed in the office.

Class / Form teacher – WARN

	Behaviour	Sanction	Notes
	• Talking/off task • Littering • Late to lesson • Incorrect / missing uniform or equipment • Failure to follow instructions • Distracting other students • Chewing Gum • Internet Misuse • Use of Mobile Phone* • Any other behaviour deemed 'inappropriate'	Verbal warning given to student, using simple scripts and reminding them of 'Ready', 'Respectful' or 'Safe. Highlight that the behaviour is not consistent with the standards of Kingstone, and provide an indication of the consequence should behaviour continue. Focus on learning as soon as possible.	A warning is not logged on Go4Schools. Be explicit with students on the language. It is important that they know they are at the 'WARN' stage.

Class / Form teacher (-1 point) - INTERVENE

	Behaviour	Sanction	Notes
	• Continued inappropriate behaviour of any of the above • Any behaviour incident relating to the placement of two children (i.e. distracting each other etc.)	Any intervention that should encourage a swift return to learning. This could include any classroom management strategies (e.g. different work, moving students etc.) Any detentions that are available and appropriate for the level of behaviour, including; - Break or lunch time detentions (students should still have an opportunity to eat and drink) - HOF or HOY detention - After-school detention	This must be logged on Go4Schools as 'INTERVENE' which will deduct one house point. It must specify in the log what intervention was/will be put in place.

Class / Form teacher (-2 point) - REMOVE		
Behaviour	**Sanction**	**Notes**
• Continued inappropriate behaviour of any of the above despite an intervention being applied	• Removal from lesson to triage via the on-call system • Lunch time detention (same day in most cases)	Students should be given work to complete in Triage. This must be logged on Go4Schools as 'REMOVE' which will deduct two house points.

Heads of Faculty, Heads of Year, Senior Leaders (-3 points) – SERIOUS BEHAVIOURS		
Behaviour	**Sanction**	**Notes**
• Verbal abuse towards a student • Persistent disruptive behaviour • Threatening behaviour • Truancy • Fighting • Inappropriate use of technology or phone • Attacking or assaulting • Misuse of school / public transport • Graffiti • Verbal abuse towards staff	• Immediate removal and taking to Triage for investigation. • Potential for: - After-school detention - Triage - Suspension - Permanent Exclusion • Bus incidents may result in a bus ban	The member of staff responsible for follow up depends on the nature of the incident

Heads of Faculty, Heads of Year (-3 points) – SERIOUS BEHAVIOURS		
Behaviour	**Sanction**	**Notes**
• Refusal to attend detention	• Internal isolation the day after missed detention, followed by the after-school.	Discuss with HOY where the missed detention was an after-school

• Heads of Year, Senior Leaders (-3 points) – SERIOUS BEHAVIOURS		
Behaviour	**Sanction**	**Notes**
• Smoking or vaping (including possession)	• Internal isolation • Suspension (repeat incidents)	Logged on Go4Schools as a serious behaviour.

Heads of Year, Senior Leaders (-3 points) – SERIOUS BEHAVIOURS		
Behaviour	**Sanction**	**Notes**
• Racism, Sexism, Homophobia or any other form of discrimination • Inappropriate sexual behaviour • Bullying	Potential for: • Internal isolation • Suspension • Permanent Exclusion	May be relevant to report to the police My Concern log

Senior Leaders (-3 points) – SERIOUS BEHAVIOURS		
Behaviour	**Sanction**	**Notes**
• Theft • Knives / offensive weapons • Illegal substances • Sexual harassment or misconduct • Sexual assault	Potential for: • Suspension • Permanent Exclusion	Police report My Concern log Potential for external referrals (MASH etc.)

Escalation of Infringements of the uniform

First instance: Students are reminded of the uniform rules by the Form Tutor or Head of Year. If immediate rectification cannot occur, a date is agreed with the student and parent/carer, and a uniform/equipment slip completed.

Second instance: Home is contacted and internal consequences can be applied (i.e. teacher detention, after-school detention etc.). This should be escalated to the next member of staff (e.g. Head of Year)

Third instance: If persistent, students can be isolated until the uniform infringement has been dealt with.

Detentions

Where appropriate, detentions are used to reinforce the expected levels of behaviour and conduct at Kingstone Academy. Detentions should be used to try to repair and rebuild any break down in relationships. Where this is not possible and continued poor behaviour choices are happening, attempts should be made to do this at a time suitable to all parties. Restorative approaches should be used with the following questions leading the conversation:

• What happened?
• Who has been affected and how?
• How can we put things right?
• What have we learnt so as to make different choices next time?

In school, detentions can be set during either break or lunchtime. Teacher detentions should be no more than 10 minutes. HOF detentions should be no more than 15 to 20 minutes and HOY detentions should be no more than 30 minutes. In all instances, students must have the opportunity / time to eat and drink.

After school detentions will take place every day of the week. They take place between 15:20-16:20pm. Parents/carers must be notified by a phone call and through a relevant Go4Schools log. Where after-school detentions have been agreed, it must be noted on Go4Schools whether the child is being picked up or catching the late bus. Where possible, students should be collected at the end of Period 6 by the member of staff on-call. The member of staff involved in giving an after-school detention must attend in order to engage in a restorative conversation and support in any lost learning (where relevant). Students who do not attend an after-school detention without a valid reason will face an escalated consequence.

8. Achievement Points

Achievement points are awarded to students for positive behaviour, effort and achievement both inside and outside the classroom.

School Points

Points	
7	100% attendance per term Representing the school (above and beyond)
5	Exceeding target grade 96%+ attendance (academic year) 100% attendance for an entire half-term Participation in intra-school events (i.e. house competitions)
3	Senior Leadership recognition award Values in action (above and beyond) Representing the school e.g. sport
1	Weekly equipment and uniform Exceeding targets 100% weekly attendance Values in action – Respect Values in action – Perseverance Values in action – Kindness Ready Respectful Safe Positive attitude to learning High quality homework High achievement Extra-Curricular attendance Excellent progress

Students that meet certain threshold per term are able to attend a range of reward initiatives run and led by Heads of Year and the Deputy Headteacher. Heads of Year take leadership of their own reward strategy, which must involve opportunities to win prizes, celebrate form of the week, form of the term, and many other celebrations throughout each half-term. It has been recommended that for each point, students get entered in to a raffle to win specific prizes.

9. Behaviour Reports

Pupils can be placed on report to track their behaviour. Dependant on their behaviour points they can be on report to either their Form Tutor, Head of Year or a member of SLT. Pupils can also be supported with the use of Individual Behaviour Plans which will be set with parental involvement and reviewed every two/three weeks.

Form Tutor Report – Step 1

- **Green report to form tutor for monitoring.**
- **Email to parents to inform going on to green report, request to monitor report from home.**
- **Max Three targets in place. Simple Yes / No met targets**
- **Success would be 7 days out of 10 (2 weeks) met targets, no removal from lessons**

Key Stage Leader Report – Step 2

- **Yellow report to Key Stage Lead**
- **Parental meeting**
- **Identify potential barriers to learning**
- **Break / lunch / after schools lost if not complying with expectations and meeting targets**
- **If 17 days out of 20 (4 weeks) are good step back down the ladder**

Assistant Headteacher Report - Step 3

- **Red report to RWI**
- **Must meet RWI before school, break, lunchtime, afterschool.**
- **Meeting parents to set up refocusing and returning to lesson plan.**
- **Blended approach with AP, thrive, mentoring etc. based on the RAG rating of lessons and the identified barriers to learning.**
- **May be in some mainstream lessons depending on barriers / needs.**
- **If 27 days out of 30 (6 weeks) are good step back down the ladder**

Step 4

- **AP put in place to support students**
- **Based in the fresh building different bespoke timetables and support.**

The School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion.

This will include:

- Mentoring - the School employs Pastoral leaders who can work on a 1-2-1 basis with individual students or work with small groups.

- Access to alternative curriculum – Functional skills etc.

- Teaching strategies – Head of Teaching and Learning and SENDCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.

- Planned "Time Out" - Students who experience difficulty with impulsive behaviour can be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space in ELSA.

- Behaviour Report– is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for them.

- Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.

- Intervention programmes at Herefordshire Pupil Referral School (Aconbury for Key Stage 3 and St. David's for Key Stage 4)

10. Suspensions and Permanent Exclusions

Suspensions and permanent exclusions are the most severe sanctions available to the school. Their procedures are strict and governed by law. All formal exclusions involve the Executive Headteacher, Trustees and LA. Only the Executive Headteacher, or the Head of Secondary in his absence, can exclude a student.

A decision to suspend a student should be taken only in response to serious breaches of the school's Behaviour Policy, and if allowing the student to remain in school will seriously harm the education or welfare of the student, or others in the school.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to exclude permanently a student for a first or "one off" offence. Exclusions are a last resort and are never considered until all other options have been exhausted. For example:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Possession of and/or supplying an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying (which includes racist or homophobic bullying).

Requests for suspensions or permanent exclusions will not be considered without full details of the incident(s) written up on Incident Reports Forms accompanied by relevant Student Statement sheets.

Prior to the decision being made, investigation of the incident needs to take place; this should be by the Deputy Headteacher or Heads of Year.

If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, this will be discussed with the Senior Leadership member with responsibility for Behaviour and the Headteacher and they may suspend or permanently exclude the pupil.

Kingstone High School will also consider whether or not to inform the police, where a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Social Workers.

When a student is excluded from school a risk assessment must be completed, and work set for the period of time the student is out of school. This is collated by the Head of Year. It is imperative that all the teachers of the excluded student set appropriate work.

Each student who has been excluded will return to school closely monitored by the HOY / SLT. Each student returning from exclusion will have a reintegration meeting with either the Head of Year or member of SLT.

Appendix 2 Anti Bullying Policy

> ***Kingstone Academy Trust sees the prevention of bullying as a whole school approach in which everyone is involved, including students. All known incidents of bullying will be acted upon. We are committed to working with parents to ensure that it is a happy place for everyone.***

1. Introduction and Context

All agencies working with students have a legal duty to safeguard and promote welfare. This includes dealing with issues such as bullying. This may also include bullying that takes place away from the school premises, such as travelling to and from school.

We are committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, students should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff.

Bullying is one of the things that prevents young people from being healthy, feeling safe, enjoying and achieving, making a positive contribution and achieving economic well-being (Every Student Matters). It can have a negative effect on all parts of a student and young person's life.

2. Definition

Bullying is the systematic and intentional abuse of one person or group of people over another in order to cause harm, physically, emotionally or psychologically. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying, but rather it is the persistent victimisation over a period of time. It includes all methods of harm, threats and intimidation, including using email, texting and social networking sites. It is difficult for the individual being bullied to defend themselves.

Bullying may be:

- **Physical** including hitting, kicking, hair pulling, pushing, taking people's belongings, throwing things and being forced to do something. These are the most obvious kinds of bullying.
- **Verbal or written** such as name calling, taunting, including racist remarks, or making threats.
- **Cyber bullying** sending abusive text messages, pictures, or e-mails, being abusive on Facebook, or within MSN and other similar chat rooms.
- **Indirect** spreading stories, not talking, being left out of things others are deliberately avoiding someone or not sitting by them.

Bullying in any form results in students feeling hurt and upset, bewildered and/or frightened. Students who are being bullied feel powerless to stop it happening. It is essential that it is NEVER ignored.

What does not count as bullying?

The "normal" friendship difficulties that students have, may not in themselves involve bullying, though may lead to bullying behaviour.

3. <u>Aims</u>

The main purposes of this policy are:

a) to build on existing good practice in preventing and responding to bullying;
b) to inform parents and students that the school takes bullying seriously;
c) to ensure that all staff are equipped with the skills and knowledge to address bullying effectively. Where students are bullied:

    i. They may be unhappy about coming to school and their lives are made miserable. Over a period of time this will affect their self-esteem and wellbeing.
    ii. The unhappiness of bullied students is likely to have an adverse effect on their education achievement.

d) to support students being bullied, and in the behaviour management of students bullying.

Together with the school's Value Statement, Behaviour Policy, Equality Objectives, Safeguarding Policy, the Anti-Bullying policy makes the school's values explicit to all concerned.

If students observe bullying behaviour going unchallenged, other students may learn that bullying is a quick and effective way of getting what they want. The victims of bullying may see the school's inaction as condoning unacceptable behaviour.

3.1 Preventing Bullying

All students are taught to understand what bullying is and to identify the specific behaviours that constitute bullying. There are regular opportunities within the planned curriculum to communicate to students the importance of all members of our school community having care and concern for each other, and the reasons for having a policy on bullying.

All students are actively encouraged to tell a member of staff of any bullying incident. This is done by talking openly and regularly about general bullying issues and how it will be dealt with.

Sanctions will be applied and records kept in accordance with the behaviour management policy.

Following appropriate sanctions, the bully is helped to understand how their behaviour was wrong and how to avoid any repeat, including, if applicable, dealing with any underlying issues they need to deal with that may have contributed to their bullying behaviour.

Support for victims will be provided for as long as is required, involving other students as appropriate. They will have opportunities to talk to a trusted adult and will be offered individual support as required, e.g. with social skills. Parents/carers will be involved in agreeing the plan of individual support.

All staff will be watchful, observing the social relationships between students. They will consider the school environment – what worries students about the break and lunch times playtimes and areas of play i.e. where and how bullying might occur. Potential problems should be discussed with relevant staff. Staff will always take the time to listen to students or to their parents where they think that bullying may have occurred.

Kingstone Academy Trust will actively promote Anti-Bullying week each Autumn Term.

3.2 Records

Any records of bullying related incidents are recorded in writing as a statement, and on Go4Schools.

Records should include:

- Who was allegedly involved;
- Where and when it happened;
- What happened;
- What action was taken;
- How it was followed up.

It is vital that accurate records are kept of incidents and of how the school has responded. In the case of a serious incident this provides evidence should the victim or their family decide to take legal action.

Appendix 3 Physical Intervention Record Form

Name of child/young person: Tutor group:

Is this young person a looked after child/SEN/vulnerability? ……………………………………………

When did the incident occur:

Date	Day of week	Time	Where?

Other staff involved:

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:
1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate):

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details hold, e.g. single elbow, double elbow, wrap, etc. ……………………………………………

How long was the child/young person held? …………………………………………………………………

If the child/young person was held on the ground: Did they go to ground independently?*   ☐
   (e.g. did the child lift their weight off the floor, or go deadweight)
                                                                              Were they taken to ground by staff?*   ☐
            *tick as appropriate

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before?   Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident?   Yes/No

Does the risk assessment need to be reviewed as a result of this incident?   Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when? …………………………………………………………

……….

Was there any medical intervention needed?   Yes/No

Include names of any injured person and brief details of injuries ………………………………………….

……..

………

Please specify any related record forms:

Accident Book ☐   Anti Bullying and Racist Incident Record Form   ☐

Skin Map   ☐   Violent Incident Record ☐   Complaints recorded   ☐

Other (please specify) …………………………………………………………………………………………

Was the pupil debriefed?   Yes/No

Were staff offered a debrief?   Yes/No

Was it taken up?   Yes/No

Parents/carers were informed:

Date	Time	By whom?	By direct contact, telephone, letter?

	Name	Designation	Date and time
Form completed by:			