



KINGSTONE ACADEMY TRUST
APPROVED POLICY DOCUMENT

Behaviour Policy & Statement of Behaviour Principles

Relevant School/s:	KHS
Policy Officer:	Rich Tyler
Approval:	Delegated
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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 Students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all Students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

1.1 Written statement of behaviour principles

- **Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others**
- **All Students, staff and visitors are free from any form of discrimination**
- **Staff and volunteers always set an excellent example to Students**
- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**
- **The behaviour policy is understood by Students 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**
- **Students are helped to take responsibility for their actions**
- **Families are involved in behaviour incidents to foster good relationships between the school and Students' 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:

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 students)

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 our Anti Bullying Policy

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 Head of School to account for its implementation.

5.2 The Head of School

The Head of School 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 Students
- 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 Students 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 Students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of Students are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

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

Students 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

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

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

Students 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 students who are mid-phase arrivals.

6. School Policy

See Appendix 1 for our Behaviour Procedure

Students 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 Students 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 Students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Students are allowed to have mobile phones with them on-site
- Students 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 student is in need of help or protection. We will consider whether a student'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 Students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 students, 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 student's possession as a result of a search will be confiscated. These items will not be returned to the students.

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

Searching a students

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

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

An authorised member of staff of a different sex to the students 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 students; 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 Head of School, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the students. During this time the student will be supervised and kept away from other Students.

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other Students or staff at risk
- Consider whether the search would pose a safeguarding risk to the students
- Explain to the students why they are being searched

- Explain to the students 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 students the opportunity to ask questions
- Seek the student's co-operation

If the student 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 Head of School, designated safeguarding lead (or deputy) or pastoral lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the students 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 student's outer clothing, pockets, possessions, desks or locker.

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 Students' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

Parents will always be informed of any search for a prohibited item. 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 students 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 student'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 student(s) involved. Staff retain a duty of care to the student involved and should advocate for students' 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 student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student'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 student'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 students, except in urgent cases where there is risk of serious harm to the students or others.

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

- The student 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 student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the students 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 students
- Not be a police officer or otherwise associated with the police
- Not be the Head of School
- Be of the same sex as the students, unless the students specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the students 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 students could be seen by anyone else.

Care after a strip search

After any strip search, the students will be given appropriate support, irrespective of whether any suspected item is found. The students 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 students 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 students(s) who have been strip searched more than once and/or groups of Students 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 student has misbehaved off-site when representing the school. This means misbehaviour when the students 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 student of our school

Sanctions may also be applied where a student 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 students
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the students 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 Students for online misbehaviour when:

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

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

6.7 Suspected criminal behaviour

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

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

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

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

Please refer to our child protection and safeguarding for allegations against staff including low level concerns and a statement of procedures for dealing with allegations of abuse to students.

7. Responding to misbehaviour from Students with SEND

7.1 Recognising the impact of SEND on behaviour

The school recognises that Students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from Students 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 students caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of Students with SEND ([Children and Families Act 2014](#))
- If a student 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 students concerned. For example, these are not exhaustive:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student 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 Students can regulate their emotions during a moment of sensory overload

7.2 Adapting sanctions for Students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?

- Whether the student 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 students 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 student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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 Students 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 student 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 students 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 student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, Students, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Assistant Headteacher in charge of behaviour and the Head of School. 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 Students 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 Head of School 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 Head of School.

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, except for 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 Students 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, DoS, 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 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.

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 Trustees, the Head of School, 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 Behaviour Policy and where necessary suspension 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.

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 'Reset'. The 'Reset room is supervised by dedicated staff who are trained to deescalate students' behaviour. Students remain in Reset until supervising staff are satisfied that students are ready to continue following their normal timetable

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. The emphasis is on repair and the students removed will have a restorative conversation with the member of staff who asked for the remove. Where possible, this should be completed on the same day as the offence. The aim of this is to ensure a fresh start to the next lesson and reduce any further opportunities for repeat offences.

6.1 Reset Procedure

Reset is located in the standalone building at the rear of the school site. It is open from 08:50 until 16:20 and acts as a short-term supervised classroom for students who have been disrupting the learning of others. Reset is closed during break and lunch time, as students admitted to Reset will be permitted to leave at the end of the lesson they were removed from.

The student will be taken there by the On Call member of staff. They will remain there until the Reset supervisors are satisfied that the student is ready to continue with their normal curriculum.

Students need to:

- Arrive calmly and in line with school expectations (Ready, Respectful, Safe).
- Stay silent throughout the session.
- Complete Reset reflection work as directed.
- Hand in their mobile phone on arrival.
- Follow all instructions immediately and maintain a calm learning environment.
- Each student in Reset will be informed of the rules and expectations.
- Reset staff will monitor and record behaviour on the Reset Log and Go4Schools.
- Students are responsible for cleaning their desks. Desks must be checked before they leave.

STUDENTS ARE NOT ALLOWED TO TALK IN RESET.

Reset Staff need to ensure:

- Students understand the standards expected and the consequences for failing to uphold them.
- Ensure there is suitable work for the student to complete
- Help arrange a restorative conversation with the student and teacher.
- Complete the Reset Log and update it when On Call provides additional information or follow-up.

If a student arrives at Reset independently, On Call must be contacted immediately to investigate. The student should remain in Reset until this is clarified.

On Call must be notified immediately if a student walks out of Reset.

The Behaviour Policy and the four-step system (Remind → Warn → Intervene → Remove) apply in the same way as in lessons. If a student misbehaves in Reset, they should be taken through these steps. If they reach REMOVE while in Reset, the likely outcome is admission to the Internal Withdrawal Room (IWR) until halfway through their next break.

When a child is removed from a class it is the responsibility of the on-call member of staff to update parents/carers that their child has been removed from a lesson by recording the incident on Go4Schools.

6.2 Internal Withdrawal Room (IWR) Procedure

The Internal Withdrawal Room (IWR) is located on the ground floor of the main building. It serves as our Internal Isolation facility, with a focus on supporting students to reflect, reset, and avoid repeat behaviours.

The students will either:

- Arrive at IWR at 08:50 and remain until 15:20 as prearranged
or
- Be taken there by the On Call staff for reasons including failing to regulate in reset, for a second removal from a lesson in one day, truancy or for reasons around serious breach of school rules. The IWR log must be completed, and parents and SLT must be informed.

Students need to:

- Complete the IWR contract and engage with reflection or behaviour tasks as required.
- Stay silent throughout the school day unless it is their agreed break or lunchtime.
- Hand in all mobile devices to the supervising member of staff for safekeeping.
- Remain seated at all times unless given permission.
- Follow all staff instructions calmly and respectfully.
- Have their behaviour monitored and recorded on Go4Schools.
- Students are responsible for cleaning their desks. Desks must be checked before departure.

STUDENTS ARE NOT ALLOWED TO TALK IN IWR.

When placed in IWR, unless the student is placed there for the day, a student will only stay in IWR for a period of time that will include loss of one part of their social time.

IWR Staff need to ensure:

- Students understand the standards expected in IWR and the consequences for failing to meet them.
- There is suitable work for the student to complete, and that it is returned to class teachers.
- The IWR log is completed and Go4Schools log is updated.
- On Call is contacted immediately if a student walks out of IWR.

The Behaviour Policy and the four-step system (Remind → Warn → Intervene → Remove) apply in the same way as in lessons.

If a student misbehaves in IWR and reaches REMOVE, the likely consequence will be suspension until a meeting with parents/carers can be arranged.

6.3 Detentions

Where appropriate, detentions are used to reinforce the expected levels of behaviour and conduct at Kingstone High School. 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 that different choices can be made?

In school, detentions can be set during either break or lunchtime. Teacher detentions should be no more half of the student break so that students 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 5 by the member of staff on-call. The member of staff involved in giving an after-school detention should 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.

7. Achievement and Rewards

At Kingstone High School we recognise and celebrate positive behaviour, effort, and achievement, and foster a supportive and motivating environment. Achievement points are awarded to students for positive behaviour, effort and achievement both inside and outside the classroom.

Kingstone Positive Points are awarded for:

- Being Ready Respectful and Safe (RRS) in the classroom
- Sustained effort over time
- Positive attitude to learning
- High quality homework
- High achievement
- Attending extracurricular clubs
- Making excellent progress
- Values in action e.g. acts of kindness

Certificates are issued termly for:

- Subject Achievement
- 100% Attendance

Privileges:

- Early lunch passes for attendance to clubs
- Leadership opportunities for role models – e.g. primary ambassadors / librarians / student tours
- Hot chocolate with the head

Public Recognition:

- Focussed / themed positive recognition boards in every classroom.
- Weekly celebration in assemblies
- Features in school newsletter and social media

Implementation:

- Positive phone calls / communication home
- Staff are trained to award points consistently using G4S.
- Staff are given regular support with use of positive “bothering and noticing”
- Students and parents are updated regularly on progress.
- Feedback is gathered termly from the school community to ensure the system remains effective and inclusive.

School Points

Students that meet a certain points threshold per term are able to attend a range of reward initiatives run and led by Directors of Studies. Directors of Studies 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 into a raffle to win specific prizes.

8. Behaviour Reports

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

Form Tutor Report – Level 1
• Discussion with parents to initiate report and agree targets • Student added onto Go4Schools under the Form Report heading to note the time of set up and notes. • If behaviour is unacceptable, Go4Schools to be updated and Behaviour system procedures followed. • Meeting set at end of two weeks to review report, to decide if next steps (off report or report extended for a further two weeks)
Director of Studies - Level 2
• Meeting with parents, Form Tutor and Director of Studies at the end of the 4-week Form Report cycle to Heads of Year report. Report log issued on Go4Schools. • If behaviour is unacceptable, Go4Schools to be updated and Behaviour system procedures followed. • Student to meet with Director of Studies and communication with parents daily on behaviour. • Meeting set at end of two weeks to review report, to decide next steps (off report or report extended for a further two weeks)
PSP – Level 3
• Meeting with parents at the end of the 4-week Pastoral report cycle with a member of SLT. PSP set up and Local authority informed. Report log issued. • If behaviour is unacceptable, Go4Schools to be updated and Behaviour system procedures followed. • Student will have set targets to work toward to avoid fixed term suspensions. • Alternative provisions to be discussed e.g. etc. Horizon • Use of specialised interventions e.g. The Behaviour team, The Aconbury

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 –the 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.
- 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 Students Referral School (Aconbury for Key Stage 3 and St. David’s for Key Stage 4)

9. 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 Head of School, Trustees and LA. Only the Head of School, or an Assistant Headteacher in their 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 Head of School’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. If satisfied that, on the balance of probabilities, the students did what he or she is alleged to have done, this will be discussed with the Assistant Headteacher with responsibility for Behaviour and the Head of School and they may suspend or permanently exclude the students.

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 / MASH team.

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 Director of Studies. 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 DoS / SLT. Each student returning from exclusion will have a reintegration meeting with either the Director of Studies or member of SLT.

Appendix 2. 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 students. 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
<i>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.</i>	
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 student 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?

Form completed by:	Name	Designation	Date and time