

King Solomon High School

Behaviour Policy



First ratified	18th September 2023
Reviewed on	
Next review	September 2024

Section 1: Vision, values and aims

1.1. Vision & values

- 1.1.1. KSHS aims to provide a world class education to all students in a modern orthodox Jewish setting. We are committed to creating an environment where exemplary behaviour is at the heart of school life, so that all students can achieve their full potential. Good behaviour creates a calm and safe school where students can learn, feel safe and thrive.
- 1.1.2. We will make reasonable adjustments for students with SEN. This will be decided on a case by case and the adjustments will be shared with the students' teachers.
- 1.1.3. At KSHS we put great emphasis on uniform, equipment, politeness and punctuality as this sets high standards and avoids the more serious behaviours occurring.
- 1.1.4. The aim of our behaviour policy is consistent with our wider school aims of developing every student as a well-rounded grounded individual, who is informed, responsible and a caring citizen. We expect our students' behaviour and attitudes to embody our values of learning, charity and community.
- 1.1.5. Equal opportunity is central to everything we do at KSHS. We adopt a zero tolerance approach to peer-on-peer abuse, sexual harassment and harassment and discrimination of any kind. All staff and students are responsible for maintaining the highest standards of behaviour and conduct, while looking out for each other and always reporting unkind or discriminatory behaviour.
- 1.1.6. Our approach to behaviour management is prevention before sanction. This approach promotes exemplary behaviour, with the aim that students do not reach the point where their behaviour results in a sanction. This means that we prioritise the consistent application of rules and expectations, early interventions and a nurturing pastoral and wider curriculum that teaches students the core principles of self-discipline and positive relationships.
- 1.1.7. Praise and reward are important aspects of our behaviour policy. We believe that recognition for positive behaviour builds confidence, builds self-efficacy and motivation. Our behaviour policy ensures that there are a variety of opportunities and methods for praise and reward.
- 1.1.8. We understand that young people make mistakes and will sometimes challenge our expectations and rules. Our approach to sanctions is that they have a restorative element to them and do not simply sanction in a punitive manner. Nurturing and supporting students to behave in a positive manner is central to our approach to behaviour management.

1.2. The KSHS's Governing Body's statement of behaviour principles

- 1.2.1 Every student understands they have the right to feel safe, valued and respected, and learn

free from the disruption of others.

- 1.2.2 All students, staff and visitors are free from any form of discrimination.
- 1.2.3 All members of the school community have the right to practise their religion and to have their beliefs and practices respected.
- 1.2.4 Staff and volunteers set an excellent example to students at all times.
- 1.2.5 Reward and sanction systems are used consistently by staff, in line with the KSHS behaviour policy.
- 1.2.7 The behaviour policy is understood by students and staff.
- 1.2.8 The exclusions policy explains that Permanent Exclusions will only be used as a last resort, and outlines the processes involved in Permanent Exclusions and Suspensions.
- 1.2.9 Students are helped to take responsibility for their actions
- 1.2.10 Families should feel involved in the behaviour management processes used at KSHS, for strong and effective relationships between Parents, Students and Staff Members to thrive.
- 1.2.11 The Governing Body emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

1.3. Aims of this policy

- 1.3.1. To create a culture of exceptionally good behaviour within a modern orthodox Jewish setting.
- 1.3.2. To outline how students are expected to behave.
- 1.3.3. To provide all staff with a framework for building positive, supportive and nurturing relationships with students.
- 1.3.4. To provide a consistent approach to behaviour management that prioritises high expectations and following instructions.
- 1.3.5. To define what we consider to be unacceptable behaviour.
- 1.3.6. To outline our system of rewards and sanctions.
- 1.3.7. To clarify roles and responsibilities of different people in the school community with regards to behaviour management.
- 1.3.8. To reduce internal exclusions and suspensions.
- 1.3.9. To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- 1.3.10. To help students take control over their behaviour and be responsible for the consequence of it.
- 1.3.11. To build a community which values kindness, care, empathy and respect.
- 1.3.12. To promote community cohesion through improved relationships.
- 1.3.13. To outline the curriculum in place to educate students on healthy relationships, safety and good behaviour.

1.4. Legalities of discipline in schools

- 1.4.1. Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- 1.4.2. The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.
- 1.4.3. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- 1.4.4. Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- 1.4.5. Teachers have a power to impose detentions outside school hours.
- 1.4.6. Teachers can confiscate students' property.

1.5. Legislation and guidance documents

- 1.5.1. [Ofsted Framework 2019 \(July 2023 update\)](#)
- 1.5.2. [The Equality Act 2010](#)
- 1.5.3. [Education Act 2002](#)
- 1.5.4. [Behaviour in schools; advice for headteachers and school staff, July 2022](#)
- 1.5.5. [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - Guidance for maintained schools, academies and pupil referral units in England, July 2022](#)
- 1.5.6. [Searching, screening and confiscation - Advice for schools, July 2022.](#)
- 1.5.7. [Use of reasonable force - Advice for headteachers, school staff and governing bodies. 2013](#)

1.6. Research and publications on behaviour in schools

- 1.6.1. When the Adults Change, Everything Changes - Paul Dix - *June 2017*
- 1.6.2. Improving Behaviour in Schools - The Education Endowment Foundation - *June 2019*
- 1.6.3. Below the radar, low level disruption in the country's classrooms – *Ofsted 2014*
- 1.6.4. Creating a culture: How school leaders can optimise behaviour – Tom Bennett, March
- 1.6.5. Timpson review of school exclusions - May 2019

1.7. Links to other policies

This policy should be read alongside our other policies:

- 1.7.1. Safeguarding Policy
- 1.7.2. Equal Opportunities Policy

- 1.7.3. SEND Policy
- 1.7.4. Anti-bullying
- 1.7.5. E-Safety Policy

1.7.6. Attendance Policy

Section 2: Behaviour expectations and the behaviour curriculum

2.1. How do we communicate and reinforce our school expectations?

The characteristics of good behaviour and the school's behaviour expectations are taught to all students, so that they understand what is expected, so that they are encouraged to behave in a positive manner and are aware of the consequences of behaviour that does not follow school expectations. Positive reinforcement and sanctions are both important and necessary to support a culture of positive behaviour across the school.

At KSHS we educate students on positive behaviour with the aim of developing good character and fostering positive relationships between all members of the school community. Below are examples of some of the ways this is implemented.

- 2.1.1. **Our school values of learning, charity and community:** are at the heart of everything we do as a school. They set out our expectations of students in a positive way and develop good character.
- 2.1.2. **Whole school behaviour expectations:** a focus on prevention before sanction ensures that we focus on the consistent application of rules and expectations. Our behaviour expectations are made clear and visible on posters throughout the school and staff and students are expected to know them by heart.
- 2.1.3. **Through our PSHE and Tefillah programmes:** we educate students on a range of topics relating to Jewish moral values, healthy relationships, physical and mental health and online safety.
- 2.1.4. **Weekly assemblies** are used to celebrate success and to reinforce expectations and routines.
- 2.1.5. **A behaviour induction programme** at the start of every school year for both staff, parents and students.
- 2.1.6. **Daily tutor time** where students start their day in a calm and nurturing environment.
- 2.1.8. **A focus on rewarding students:** positive behaviour is rewarded through achievement points, which are recognised through emails home, assemblies, public recognition, rewards trips and certificates.
- 2.1.9. **Consistency and responsibility:** all staff are held to account for consistently applying behaviour expectations. Curriculum middle leaders take responsibility for behaviour in their departments and heads of year take responsibility for behaviour across their year groups.
- 2.1.10. **Classroom behaviour tracking:** we use our management information system and the on-call system to monitor student behaviour and to respond to lesson disruptions.
- 2.1.11. **Detentions** ensure that behaviours that are not in line with school expectations are dealt with swiftly and students can move forward with a renewed understanding of how to avoid recurrences of such behaviours.
- 2.1.12. **Early intervention strategies:** students struggling to meet the school's behaviour expectations or who need further support with wider welfare issues will be supported.

2.1.13. **Student voice** takes place through the student council, student focus groups and regular student surveys.

2.2. Behaviour expectations

We have five core behaviour expectations. These are at the front of student planners and are signposted around the school.

- 2.2.1. Follow instructions first time
- 2.2.2. Engage positively in learning
- 2.2.3. Show respect to each other and our surroundings
- 2.2.4. Move around the school safely and calmly
- 2.2.5. Wear full school uniform at all times

Rules	Examples
1. Follow instructions first time	<ul style="list-style-type: none">● Staff will not negotiate; we expect instructions to be followed first time
2. Engage positively in learning	<ul style="list-style-type: none">● Arrive to lessons on time● Be fully equipped for learning● Complete classwork and homework with maximum effort● Remain focused and on task
3. Respect each other and our surroundings	<ul style="list-style-type: none">● Be kind and aware of the impact of your actions● Only use positive language● Keep our school environment clean, tidy and undamaged● Act as ambassadors for the school whenever visible in the local community● Challenge any form of discrimination and inequality
4. Move around the building safely and calmly	<ul style="list-style-type: none">● Keep hands, feet and objects to yourselves● Walk calmly around the building● Follow the one-way system
5. Be in full uniform at all times	<ul style="list-style-type: none">● Shirts should be tucked in● Blazers should be on● Top button should be done up when wearing a tie● Only uniform school footwear should be worn● No piercings, nail extensions, make up or jewellery● Coats, hats and outdoor clothing should not be worn in the building● Skirts should be knee length● Kippahs should be worn by male students

2.3. Classroom expectations

We set clear expectations about how students behave during the various learning activities in the classroom so that all students can learn in a calm, focused and academically rigorous environment. Conversations among students during lessons are not permitted unless it is specifically relevant to the task set by the teacher.

- 2.3.1. Teaching staff are responsible for setting the tone and context for positive behaviour within the classroom by creating and maintaining a stimulating environment that encourages student engagement. The expectation of teachers is set out in section 3 on roles and responsibilities.
- 2.3.2. **Meet and greet:** teachers will meet and greet students at the door (by standing in the corridor) at the start of lessons to establish an excellent rapport and to create a purposeful start to learning. Students will enter the classroom in silence.
- 2.3.3. **End and send:** teachers and students will end their lessons in a calm and purposeful manner by asking all students to stand behind the desks, wishing them a good day, giving praise and dismissing them row by row in an orderly manner. Teachers should then dismiss students by standing at the door, ensuring students leave silently, and in an orderly and calm manner.
- 2.3.4. Students are responsible for following instructions at all times and engaging in learning in a positive way. The expectations of students are set out in section 3 on roles and responsibilities.
- 2.3.5. In order for students to learn effectively they should be alert, sitting up, actively listening and engaged in learning by tracking the speaker and asking and answering questions. These attributes are our baseline behaviours for learning, which are summarised into the acronym STAR. All teachers are expected to begin their lessons reminding students of the STAR expectations and will challenge students during lessons when aspects of STAR are not being met.
- 2.3.6. To obtain silence, teachers will use the 5-0 countdown. This is the KSHS's universal language to command silence.
- 2.3.7. There is no talking in lessons unless this is part of a purposeful and structured activity. Teachers should never ignore or talk over students who are engaging in off task chatting.

During lessons students are expected to follow STAR and the five core behaviour expectations

STAR: Behaviours for learning	Core behaviour expectations
S - Sit up T - Track the speaker A - Ask and answer questions R - Respect those around you	1. Follow instructions first time 2. Engage positively in learning 3. Show respect to each other and our surroundings 4. Move around the school safely and calmly 5. Be in full uniform at all times

- 2.3.6. **Upon entry to the classroom:** students should enter the classroom in silence and when prompted by the class teacher, they should place their coats on the backs of their chairs (not on the desks) and their bags under their desks. Student Planners, pencil cases and any lesson specific resources should then be placed on the desk.

2.3.7. **Completion of the 'KNOW' or do now activity:** students should begin the KNOW activity awaiting them, in silence. If students are still talking then the teacher should obtain silence by saying the 5-0 countdown.

2.3.8. **If the student has a question or requires help:** students should indicate this by raising their hand in silence. We encourage students to ask questions and to make constructive comments about the subject/topic.

2.3.9. Chatting and quiet talking is not permitted. Students should be learning in silence unless they are engaged in group or paired work or a discussion, instructed by the teacher

2.3.10. **Discussion based activities and paired work:** often lessons will include activities where students are required to work in pairs or in groups. During these activities students should engage in discussions relating to the task set.

2.3.11. **Independent work:** most lessons will include a period of time where students are required to work independently on a piece of work. To support students' concentration, this should be done in silence.

Teachers will log a concern or achievement code for students in every lesson when a student has either not followed a school rule or classroom expectation, or when a student has earned an achievement point.

2.4. Behaviour in corridors and around the school site

Students are expected to follow the behaviour expectations at all times. Specifically in relation to corridor behaviours, this means students should

- 2.4.1. Keep hands, feet and objects to themselves.
- 2.4.2. Walk calmly around the building.
- 2.4.3. Follow the one way system and walk on the left hand side where there is two way traffic.
- 2.4.4. Keep the school environment clean, tidy and undamaged.
- 2.4.5. Be in full uniform at all times.

Students who do not comply with these expectations will be issued with a sanction according to our behaviour chart. This can be found in appendix _____.

Routines

Time of the day	Expectations
Before school/arrival	<ul style="list-style-type: none"> ● The gates will be open from 8.10am. ● All students are expected onsite by 8.23am. This is to ensure that students have adequate time to reach their line-up area for an 8.25am. ● The Starch House Lane gate shuts at 8.23am and students who arrive after this point will need to enter the building via the Forest Road side gate. They will be marked as late to school. ● Arriving late to school will result in a 30-minute detention at the end of the school day, unless the student has a note from their parent/carer or the parent/carer has contacted the school to let them know about their child's lateness. Staff monitoring the Forest Road side gate will use their discretion when issuing detentions for lateness.

	<ul style="list-style-type: none"> Students must remove earphones and put away mobile phones and any electronic devices before they enter the school gate. These items must also be out of sight. <p>Arrival routines for years 7-11</p> <p>Upon arrival at school, students in years 7-11 should go to their designated line-up point (see below) where they can mingle with their friends until the 8.23am bell, when students are then expected to prepare for the line-up process. SLT and pastoral staff will be present to supervise this. A whistle will be blown at 8.25am to mark the start of the school day.</p> <ul style="list-style-type: none"> When this whistle is blown, students will line up in their tutor groups, in register order. The head of year will communicate a morning welcome message and any other key notices. Students will be collected from their lines by their form tutor and led into the school building via their specific entry point. The assistant head of year for each year group will stand on the entry point for their year group and check for any student who is not in correct uniform. Students who are not in correct uniform will be issued with a 30 min detention unless there is a valid reason provided by parents/carers as to why this is the case. A uniform card will be issued to these students. <p>Line-up areas</p> <ul style="list-style-type: none"> Year 7: Mid-playground area near the canteen. Year 8: Back field facing the English classrooms. Year 9: Main field, in front of the entrance to Science. Year 10: Main field, in front of, and facing, the basketball courts. Year 11: Main field, facing the Performing Arts entrance.
Line-up/Tutor time	<ul style="list-style-type: none"> Line-up and tutor time takes place every day from 8.25am to 8.50am for years 7-11. Years 12-13 have a bespoke tutor time programme, in addition to a compulsory Friday morning assembly and PTHEY lesson. Tutor time is an opportunity for students to have a calm and focused start to the day with a form tutor who oversees the holistic well-being of their tutor group. Tutor time consists of Tefila, a weekly assembly and two PTHEY sessions. Form tutors collect their tutor groups from their year group line-up each morning. Equipment and jewellery checks are conducted during tutor time.
Assembly	<ul style="list-style-type: none"> Each year group has a weekly 20 minute assembly led by the head of year and/or SLT. Assemblies follow the assembly theme programme. Students line up outside the main hall and are taken into the hall by their form tutor.
Transition between lessons	<ul style="list-style-type: none"> Students should follow the one-way system or walk on the left-hand side where there is two-way traffic. Students should walk to their next lesson swiftly and without stopping to chat to friends.
Break and lunch time	<ul style="list-style-type: none"> During break and lunch time students can go to the canteen, and designated outside areas. There will be one designated area inside. Students are not permitted to be anywhere else in the school building, other than with a teacher in a classroom or a supervised club or activity. This is for safeguarding and health and safety purposes.

	<ul style="list-style-type: none"> ● To see a teacher at lunch or break time, students should ask the staff on lunch duty for permission, and this will be at the discretion of the member of staff. Students who need support for their well-being will be taken to the welfare or well-being hub. ● Ground floor toilets can be accessed at any time during break and lunch. ● Free water is available from the water fountains located outside the school canteen.
End of day	<ul style="list-style-type: none"> ● The end of day bell is at 3.20pm. ● Students exit through the main entrance. ● Students should not hang around the corridors at the end of the day. ● If students are attending a club or an intervention, then they must go to the designated location at the end of the day. ● Students in daily whole school detention will be escorted by their period 5 teacher.

Where can students go at break and lunch	Where can students not go at break and lunch
Canteen, outside, designated toilets, Kehila, library(when open), main hall (when open), clubs and designated open classrooms.	Top floors, undesignated toilets, stairwells. Students cannot wander around corridors.

2.5. Behaviour in the community

Students are subject to the school's behaviour policy at all times; inside school, outside school, in school uniform and not in school uniform. Students are expected to act as ambassadors for the school when in the local community. This means that students should do the following.

- 2.5.1. Go straight home, or to any other activity arranged by parents/carers. If going to a local shop, then students should leave the shop after making their purchases. Students should not hang around local streets, shops or other establishments.
- 2.5.2. Be respectful to members of the public.
- 2.5.3. Behave appropriately when in shops or other local establishments.
- 2.5.4. Not enter into confrontations with other students, whether from KSHS or other schools, or other members of the community.
- 2.5.5. Respect the local environment by not littering or damaging property.
- 2.5.6. Not be a bystander to any inappropriate behaviour outside school. This will be reported to the school or to the police if someone is in danger.
- 2.5.7. The school also has the right to follow up and investigate behaviour outside of school hours that breaches the school's behaviour policy and/or brings the school into disrepute. The school can issue sanctions in these cases, where it is deemed appropriate.

2.6. Prohibited and banned Items

The school sets out a number of items, which are not permitted on the school site because they are either dangerous, harmful, distract from learning or negatively impact on the school environment. If any of the items listed below are brought into school, they will be confiscated and a sanction will be issued in accordance with our behaviour chart. See section 5 for more information on how long confiscated items will be held for and which items will be returned, disposed of or handed to the police.

Prohibited items (illegal items/items that are illegal for a child to be in possession of)	
<ul style="list-style-type: none"> ● Knives and weapons ● Alcohol ● Illegal drugs ● Stolen items ● Cigarettes, vapes / e-cigarettes ● Tobacco and cigarette papers ● Natural highs ● Shishas ● Any smoking or drug paraphernalia (grinder, tobacco tin) ● Fireworks ● Firecrackers ● Pornographic images/material (electronic or paper) ● Any article that the member of staff reasonably suspects has been, or is likely to be used: <ul style="list-style-type: none"> - to commit an offence, or - to cause personal injury to, or damage to property of; any person (including the pupil). 	
Other banned items	
Dangerous & harmful Items	Items which distract from learning
<p>Harmful items</p> <ul style="list-style-type: none"> ● Stink bombs ● Fun snaps/cracker snaps ● Spray paint (unless provided by an art teacher and used within art lessons) ● Aerosol cans ● Any other type of sprays ● Lasers ● Medication (ust be given to the medical office with a parent consent form) <p>Dangerous items</p> <ul style="list-style-type: none"> ● Knives, screwdrivers or tools of any kind ● Hand grips ● Fake/toy guns ● Water guns and pistols ● Any water spraying device ● Metal combs or metal hair brushes. ● Lighters ● Matches ● Scissors (only scissors provided by a teacher ● Any sharp objects that is not on the school's equipment list (a compass should be kept in a 	<ul style="list-style-type: none"> ● Mobile phones, earphones and music devices (<i>these must remain in school bags while on the school site and must not be brought out at any time during the school day or while on site, unless with the permission of a member of staff</i>) ● Smart watches ● Large amounts of money, or money being brought in to lend/give to other students ● Electronic equipment (e.g. portable games consoles) ● Bringing to school items to sell to others ● Skateboards ● Balls that are not in a ball bag ● Correction fluid and any form of typex ● Lip gloss ● Eyelash curlers

<p>maths set box, scissors should be small, and round and kept in a pencil case)</p> <ul style="list-style-type: none"> ● Hand grips ● Medication (students must not carry their own medication. All medication must be submitted by the parent to the school office and the relevant forms completed). 	
Items which negatively impact the school environment	Items that negatively impact on students health and well-being
<ul style="list-style-type: none"> ● Chewing gum 	<ul style="list-style-type: none"> ● Energy drinks ● Any products containing nuts

2.7. School uniform

2.7.1. Students must be in full school uniform at all times, unless a reasonable adjustment has been approved by the headteacher, following a written request by parents/carers. There will be a member of staff on duty each morning conducting uniform checks for each year group. If students are not in the appropriate uniform the member of staff on duty will speak to the student about this, and unless there has been communication from a parent or a known reason, a detention will be issued. Year 12 and year 13 are required to follow the sixth form dress code (see section 2.7.3).

If a student arrives at school in the incorrect uniform without a note or prior contact from the parent/carer.

- 2.7.1.1. The parent/carer will be telephoned and asked to bring in the missing school uniform item. If the parent is able to do this, this will avoid a detention being issued.
- 2.7.1.2. The student will have a sticker placed in their planner regarding the missing uniform item. The students should show this to their form tutor and other staff who ask them about their incorrect uniform.
- 2.7.1.3. The student will be issued with a 30 min daily detention for a first occurrence, if the parent has not contacted the school to provide a reason for their child not being in full uniform.
- 2.7.1.4. Students who arrive at school wearing non-permitted jewellery will have this confiscated and a 30 min detention will be issued and the items will be returned after detention for the first occurrence. Repeated occurrences will be dealt with as per our confiscation rules on mobile phones.
- 2.7.1.5. Students who are not in school uniform PE kit, will not be allowed in circulation until they are in the correct kit.

School uniform
<ul style="list-style-type: none"> ● Female students: plain grey kilt or skirt (KSHS has a bespoke grey school skirt that can be bought from our school uniform stockists) ● Male students: plain grey trousers (no jeans style trousers, no jeggings, no tight trousers, no chinos). ● Female students: white blouse (short or long sleeved) tucked into skirt. ● Male students: white shirt (short or long sleeved) tucked into trousers. The school tie must be worn with a buttoned up shirt.

School uniform
<ul style="list-style-type: none"> ● Navy blazer (with school badge). ● Plain navy crew or v-neck jumper (optional). ● Regular black socks, black ankle socks, long black socks or plain black/nude tights. ● Black smart school shoes or plain black trainers with no logo/designs visible. No pumps, no canvas shoes, no boots, no high tops.
Students are required to wear their lanyard at all times when in classrooms and when moving around the building.
Single ear stud per ear. No piercings other than the ear. Religious symbols (if required) must be worn inside a blouse/shirt.
Headscarves worn for religious reasons should be black/blue.
Blazers must always be worn when moving around the school building unless otherwise advised by the headteacher.
Light foundation/face makeup is permitted. Make up items such as mascara, eyeliner, eyeshadow, lipstick and lip gloss, are not permitted. Nail varnish, gel nails, false eyelashes and false nails are not permitted.

KSHS PE kit expectations:

- KSHS PE indoor t-shirt
- KSHS PE outdoor top (midlayer)
- Male students: plain navy shorts or jogging bottoms
- Female students: plain navy skirt or leggings
- Navy football socks (outdoor lessons - winter)
- Plain white socks (indoor lessons - summer)
- Football boots (outdoor lessons - winter only)
- Non-marking trainers (indoor lessons)

2.7.2. The following rules also apply to our school uniform:

With regards to religious jewellery, parents and carers who wish their child to wear religious jewellery other than a chain with a small symbol, must make a request to the headteacher in writing. The school reserves the right to challenge any jewellery that does not meet our uniform expectations.

2.7.2.1. Coats, hoodies and any other non-uniform items or outdoor garments must not be worn in the building at any time, even at the end of period 5 or a lesson just before break or lunch-time. In the morning these items must be removed upon entry into the school building. Students arriving late and signing in should not leave the reception area until they are in full uniform. At break, lunch time and when lesson transitions require it, students can put outdoor garments on as they are exiting the doors to the outside areas. They must remove coats as they come back in. Students not complying with these rules will have their outdoor garments confiscated and they will have to collect the garment from reception at break/lunch/after school.

- 2.7.2.2. Blazer and shirt sleeves unrolled
- 2.7.2.3. Skirts worn full length, modestly, just above the knee
- 2.7.2.4. Shirts fully buttoned up and tucked in

- 2.7.2.5 Blouses tucked in
- 2.7.2.6. Ties worn down to the waist
- 2.7.2.7. If a t-shirt must be worn underneath a shirt it must be white and non-visible
- 2.7.2.8. Black coloured belts only and black shoelaces
- 2.7.2.9. No extreme hair styles, no brightly coloured hair (e.g. pink, blue, green) no shavings, and no tracks (including eyebrows)
- 2.7.2.10. No nail extensions, false eyelashes or coloured nail varnish
- 2.7.2.11. No make-up, apart from natural/subtle foundation/face powder
- 2.7.2.12. Trousers must be a traditional tailored style. Tight/stretch style trousers, chinos or jeans-related are not allowed.
- 2.7.2.13. Subtle make up means foundation or face powder only. Eye make-up, fake eyelashes, lipstick and lipgloss are not permitted.
- 2.7.2.14. Blazers may be taken off in lessons, with the teacher's permission.
- 2.7.2.15. Kippot or other religious head coverings should be worn by male students. Hats and caps should not be worn.
- 2.7.2.16. Various coloured shoes or shoes with brightly/different coloured laces are not permitted (only black permitted).
- 2.7.2.17. Only black trouser belts are permitted.
- 2.7.2.18. Only one stud is permitted in each ear.

2.7.3. Sixth form dress code

The sixth form operates the policy that students should dress in an appropriate style for a place of study and appropriate to the work that they are doing, be that in a laboratory, in a classroom, or on a visit.

Year 12 and year 13 students are required to wear smart business attire, which recognises that we are a multicultural and inclusive Jewish faith school.

Students should come to school dressed as follows:

- 2.7.3.1. Smart suit trousers or business style skirt
- 2.7.3.2. Shirt, blouse (short or long sleeved but not sleeveless)
- 2.7.3.3. Black school shoes, ankle boots or plain black trainers (no logo or design)
- 2.7.3.4. Blazer to wear with trousers or skirt (optional)
- 2.7.3.5. Plain v-neck, crew neck or roll neck jumper (optional)

The following items are not acceptable:

- 2.7.3.6. Leisure/sports clothing such as tracksuits, or jogging pants and leggings.
- 2.7.3.7. Ripped jeans/denim skirts.
- 2.7.3.8. Garments carrying designs or logos.
- 2.7.3.9. Shorts or three-quarter length trousers.
- 2.7.3.10. Skimpy tops and short skirts.
- 2.7.3.11. Facial piercings
- 2.7.3.12. Headwear (other than kippot or religious head covering).
- 2.7.3.13. Extreme hair colours such as pink, green, blue.

Section 3: Roles and Responsibilities

3.1. Section Introduction

This section details the main expectations of staff, who are accountable for student behaviour. This list is not exhaustive and in some cases staff may have more than one role. In dealing with behaviour it is important that all staff take responsibility for behaviour across the school and ensure that they challenge, report and record incidents accurately and in a timely fashion. No member of staff, regardless of their role or position will walk away from or ignore students whose behaviour is not following school expectations.

Although behaviour is the responsibility of all staff, the pastoral and behaviour team comprise of the following staff.

3.1.1. Deputy headteacher: pastoral, behaviour and safeguarding

3.1.2. Two assistant headteachers who lead on specific aspects of our pastoral, behaviour and safeguarding provision.

3.1.3 A further two assistant headteachers who support the line management of a specific year group.

3.1.4. Heads of year

3.1.5. Assistant heads of year

3.1.6. Pastoral support workers(IE support staff)

3.1.7. The safeguarding team: assistant headteacher (DSL), school mentor, deputy designated safeguarding lead.

3.2. All staff

3.2.1. Should be familiar with this policy, behaviour expectations and methods for issuing sanctions and rewards

3.2.2. Have a responsibility to ensure that students follow the school's behaviour expectations.

3.2.3. Must always follow up/report any behaviours that do not meet the school's expectations.

3.2.4. Ensure that they role model the behaviours expected of students.

3.3. Classroom teachers (and form tutors)

3.3.1. Consistently apply the school's classroom behaviour policy.

3.3.2. Promote the links between excellent student behaviour, academic achievement and well-being.

3.3.3. Ensure that all incidents are followed up using the school's behaviour policy.

3.3.4. Collect their tutor groups from the lines each morning by 8.20am. Form tutors should be ready at their doors to meet and greet their tutor groups.

3.3.5. Meet and greet students at classroom doors at the start of each lesson, and two minutes before the end of break time (at 11.13am).

3.3.6. Ensure students are in full uniform and all coats and scarves and non-uniform items are not being worn.

3.3.7. Ensure that students place their planners, lesson resources and pencil cases on their desks (unless the teacher has these).

3.3.8. Plan high quality lessons according to the school's lesson planning guidance.

3.3.9. Ensure that a KNOW activity is ready when students arrive at lessons.

3.3.10. Take the register within the first 10 minutes of the lesson.

- 3.3.11. Enter a concern or achievement code on Synergy for students that have met the relevant criteria.
- 3.3.12. Be fully engaged with the class throughout the entire lesson.
- 3.3.13. Teachers should not leave their class alone, unless there is a medical emergency or a health and safety issue that requires the teacher's attention outside the classroom. If this situation occurs, the teacher should leave the classroom door open and seek the help of another adult as soon as possible.
- 3.3.14. Students are not permitted to be out of lessons without a note in the planner, which should only be issued in emergencies (Appendix 1: Criteria for being out of lessons).
- 3.3.15. Ensure that only water is consumed in lessons. All other drinks will be confiscated and sanctioned.
- 3.3.16. At the end of a lesson students should be asked to pack up in a quiet and orderly manner. All students should be asked to stand behind their desks in silence and when the class is fully silent, the teacher should praise the class for good behaviour routines, wish them a nice day, stand at the door and dismiss each row of students one at a time in an orderly manner.
- 3.3.17. Record all behaviour incidents fully on Synergy.
- 3.3.18. Complete student monitoring report cards within Synergy, as required.
- 3.3.19. When teaching during period 5, escort students on the list to daily whole school detention.
- 3.3.20. When a detention has been issued, ensure that a restorative conversation takes place before the next lesson.
- 3.3.21. Provide work as requested for internally and externally excluded students.

3.4. Form tutors should follow the expectations of teaching staff, in addition to the following:

- 3.4.1. Monitor uniform, equipment and attendance in accordance with the daily tutor time programme.
- 3.4.2. Ensure that tutor time is a positive start to the day for students.
- 3.4.3. Teach PSHE during two tutor periods each week, following the curriculum and resources provided.
- 3.4.4. Act as a primary point of contact for students and parents/carers in their tutor groups.
- 3.4.5. Refer concerns to the head of year and safeguarding concerns through CPOMS/to the DSL.
- 3.4.6. Monitor students' behaviour profile on Synergy.

3.5. Curriculum middle leaders (and other dept. post holders)

Follow all the roles and responsibilities of classroom teachers in addition to:

- 3.5.1. Take full ownership of departmental areas and corridors ensuring staff are following meet and greet and end and send routines.
- 3.5.2. Be on the corridor at the start and end of every lesson when not teaching.
- 3.5.3. Support and take ownership for behaviour in lessons within their department.
- 3.5.4. Set high standards of behaviour expectations with department staff.
- 3.5.5. Ensure all staff in the department arrive at lessons at the expected time.
- 3.5.6. Hold teachers to account for meeting their responsibilities and follow up when these expectations are not being met.
- 3.5.7. Monitor and follow up behaviour in their subject areas, via the weekly behaviour tracker.
- 3.5.8. Liaise and meet with parents/carers where behaviour issues are specific to their subject area.
- 3.5.9. Support departmental staff with behaviour management.
- 3.5.10. Follow up homework concerns in their subject area.
- 3.5.11. Participate in the running of whole school detentions (approx. 1 per half term).

3.6. Heads of year

- 3.6.1. Oversee the holistic achievement, safeguarding, welfare and behaviour of their year group.
- 3.6.2. Raise standards of behaviour in their year group
- 3.6.3. Set high standards of behaviour expectations.
- 3.6.4. Monitor patterns of behaviour.
- 3.6.5. Promote the links between excellent student behaviour, academic achievement and well-being.
- 3.6.7. Establish a clear positive ethos for achievement and success within the year group.
- 3.6.8.
- 3.6.9. Have a pastoral action plan, which identifies strategies to develop a cohesive year group.
- 3.6.10. Intervene with students who are causing concerns in more than one department.
- 3.6.11. Support with (as required) the serious incident process for all behaviours and incidences that require an internal or external exclusion.
- 3.6.12. Participate in the on - call rota.
- 3.6.13. Conduct reintegration meetings after exclusions and before students return to lessons.
- 3.6.14. Contact parents/carers to inform them of serious incidents or behaviour concerns.
- 3.6.15. Offer guidance and advice to departments on individual students.
- 3.6.16. Use assemblies to promote high expectations, inspire students and build a cohesive year group.
- 3.6.17. Monitor behaviour through the weekly behaviour reports and take the appropriate action.
- 3.6.18. Work with SLT to develop strategies to reduce exclusions.
- 3.6.19. Ensure all students understand and are reminded of the key parts of the behaviour policy.
- 3.6.20. Attend pastoral and safeguarding meetings (where required) to ensure appropriate interventions are in place for students whose behaviour or welfare is causing concern.
- 3.6.21. Oversee the behaviour support and interventions for students reaching behaviour trigger points.
- 3.6.18. Manage the rewards system for their year group.
- 3.6.19. Participate in the running of whole school detentions.
- 3.6.20. Monitor analyse behaviour data to ensure that early intervention is put in place for students showing signs of declining behaviour.
- 3.6.21. Recognise the signs that may indicate that misbehaviour gives cause to suspect that a student is suffering, or likely to suffer harm. Where this may be the case, this matter should be referred to the designated safeguarding lead, alongside any other appropriate response in line with the school's behaviour policy.

3.7. IE staff (Pastoral support workers)

- 3.7a.1. Promote the links between excellent student behaviour, academic achievement and well-being.
- 3.7a.2. Responsible for the smooth running of the internal exclusion room.
- 3.7a.3. Participate in the on - call rota.
- 3.7a.5. Support the serious incident investigation process through the collecting of statements.
- 3.7a.6. Support with the running of after school detentions.
- 3.7a.7. Maintain records of who has entered the IE.
- 3.7a.8. Ensure registers are up to date for internally excluded students.
- 3.7a.9. Collect students from line-up who are required to be in the IE from the start of the day
- 3.7a.10. Ensure students in the IE have appropriate work.
- 3.7a.11. Conduct reconciliation and mediation meetings between students when required.

3.8. School mentor

- 3.8a.1. Support heads of year with the safeguarding, welfare and behaviour of their year group.
- 3.8a.2. Oversee a caseload of students requiring welfare and/or behavioural support.
- 3.8a.3. Suggest and implement behaviour interventions for their caseload of students.
- 3.8a.4. Participate in on - call and the running of IE.
- 3.8a.5. Meet with each student on the caseload once a week for a structured mentoring meeting.
- 3.8a.6. Offer practical advice and guidance to students struggling with low self-esteem, family issues, or high levels of anxiety.
- 3.8a.7. Support with before school and end of day duties.
- 3.8a.8. Ensure records of mentoring meetings and any safeguarding concerns are entered onto CPOMS in a timely fashion.
- 3.8a.9. Raise any high level safeguarding concerns with the Designated Safeguarding Lead as a matter of urgency.

3.9. The senior leadership team (SLT)

- 3.9.1. Model the implementation of this policy and hold staff to account.
- 3.9.2. Promote the links between excellent student behaviour, academic achievement and well-being.
- 3.9.3. Be visible around the school to maintain a calm and orderly learning environment.
- 3.9.4. Provide support to staff, particularly where students demonstrate they have not followed instructions.
- 3.9.5. Support departments – where a student is not responding to department intervention/sanctions.
- 3.9.6. Support year teams – where a student causing concerns in more than one area is not responding to year team intervention/sanctions.
- 3.9.7. Meet with parents/carers where students are causing persistent issues in the school.
- 3.9.8. Lead post exclusion meetings with heads of year, where required.
- 3.9.9. Support pastoral leaders to coordinate and plan intervention and support for students who reach behaviour trigger points.
- 3.9.10. Monitor and analyse behaviour data to ensure that early intervention is put in place for students showing signs of declining behaviour.
- 3.9.11. Recognise the signs that may indicate that misbehaviour gives cause to suspect that a student is suffering, or likely to suffer harm. Where this may be the case, this matter should be referred to the designated safeguarding lead, alongside any other appropriate response in line with the school's behaviour policy.

3.10. The SENCO

- 3.10.1.** Is responsible for making recommendations about support, interventions and reasonable adjustments, when a student with SEN is struggling to meet the school's behaviour expectations because of their SEN.

3.11. The headteacher

- 3.11.1. Is responsible for approving and reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles.
- 3.11.2. Promotes the links between excellent student behaviour, academic achievement and well-being.

3.11.3. Ensures that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.11.4. Is responsible for approving all fixed term and permanent exclusions, in accordance with the school's exclusion policy.

3.12. KSHS governing body

3.11.1. The governing body is responsible for reviewing and approving the written statement of behaviour principles (section 1.2).

3.11.2. The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

3.12. Parents/carers

3.12.1. Support the school's values of learning, charity, community.

3.12.2. Support the school's policies and behaviour expectations.

3.12.3. Ensure that they are aware that all detentions are served on the day that they are issued, unless the detention is issued after period 4, in which case the detention will be served the next day.

3.12.4. Ensure that they are aware of the school's list of banned items, and the consequences if their child brings in a banned item.

3.12.5. Work cooperatively with the school to ensure their child can achieve their potential.

3.12.6. Deal with the staff in a polite and respectful way.

3.12.7. Ensure that their child attends school every day, and that holidays and other non-urgent and non-hospital appointments are arranged outside of school time.

3.12.8. Ensure that their child arrives at school, by [8.23am](#) every day.

3.12.9. Ensure that they are aware of the school's rules on mobile phones. Mobile phones seen or heard anywhere on the school grounds will be confiscated as per section 5 of the school's behaviour policy.

3.12.10. Ensure that their child is in full school uniform every day and follow all aspects of the school's dress code for students.

3.12.11. Monitor and support their child with the completion of homework.

3.12.12. Attend parents evening and other relevant school information events.

3.12.13. Let the school know of any circumstances affecting their child's welfare or any change in circumstances.

When engaging with the school by phone, email or in person, parents/carers are asked to behave in a calm and professional manner, in line with expectations laid out in our visitor behaviour policy. The school does not tolerate abuse of any kind towards staff.

Section 4: Rewards and sanctions

Throughout the school day students will earn achievement points for their good behaviour and concern points for behaviours that do not follow school's rules and expectations.

4.1. Recognition for good behaviour

4.1.1. In order to create a positive learning environment for all, our emphasis is on rewards and recognition. Rewards and recognition have a motivational role in helping students to see that good behaviour is valued. We encourage students to behave in a kind, respectful and considerate

manner towards each other. Our achievement points not only recognise good behaviour in the classroom, they also recognise students' wider contribution to the school and the community. Staff allocate achievement points throughout the school day for students who demonstrate behaviours in our achievement chart. These are logged on our management information system, Synergy.

4.1.2. Verbal praise is used as on-going public recognition for good behaviour and achievement points are awarded to students who maintain the schools' expected standard, as well as those who go above and beyond with the purpose of:

- 4.1.2.1. Promoting the school's values of learning, charity and community.
- 4.1.2.2. Keeping track of students' achievements and individual improvements.
- 4.1.2.3. Ensuring there is recognition for repeated positive behaviour.
- 4.1.2.4. Creating a positive and encouraging environment which enhances learning.
- 4.1.2.5. Motivating students to behave in a positive manner.

(Appendix 3: The allocation of achievement points and thresholds for rewards).

4.1.5. We will use a variety of rewards in recognition of good behaviour

- 4.1.5.1. Verbal praise and recognition, in tutor time and assemblies.
- 4.1.5.2. Headteacher's weekly award.
- 4.1.5.3. Emails to parents/carers.
- 4.1.5.4. Letters of commendation and certificates.
- 4.1.5.5. Reward vouchers.
- 4.1.5.6. Achievement lapel pins
- 4.1.5.7. Reward trips.
- 4.1.5.8. Headteacher's award.

4.2. Behaviour and sanctions

4.2.1.0. Sanctions are used so that students have a clear understanding that there will be consequences for not meeting the school's behaviour expectations. Concern points are given when students do not follow expectations. All sanctions have a restorative element to them whereby the staff member who issues the sanction is expected to take responsibility in getting the student 'back on track' through a restorative conversation. Student behaviour is monitored on a daily and on-going basis, and we respond to student misconduct as it occurs. We also monitor student behaviour on a cumulative basis for the purposes of;

- 4.2.1.1. Keeping track of students' holistic behaviour and achievement profile.
- 4.2.1.2. Ensuring that there is a response to repeat behaviours.
- 4.2.1.3. Ensuring that the relevant support and intervention is put into place

4.2.2. We will use a variety of sanctions to address behaviour that does not meet our school behaviour expectations.

- 4.2.2.1. Daily whole school detentions (30 and 45 min)
- 4.2.2.2. Report cards
- 4.2.2.2 Escalated detentions
- 4.2.2.3. Community service

- 4.2.2.4. Internal exclusion
- 4.2.2.5. Suspension
- 4.2.2.6. Permanent exclusion

Where circumstances arise that endanger the safety of a student or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

4.3. Allocating sanctions

- 4.3.1. Staff will use our management information system to allocate concern points for behaviours that do not follow school expectations using the behaviour chart in appendix 4.
- 4.3.2. For minor behaviours students will be given a reminder of expectations before a sanction is issued. For more serious behaviours, the sanction will be issued without a reminder of expectations.
- 4.3.3. The headteacher reserves the right to issue sanctions for behaviours deemed to be not in accordance with school policy and expectations.

(Appendix 4: The allocation of sanctions and thresholds for behaviour interventions)

4.4. Parking system

- 4.4.1. Students who do not meet expectations in lessons will be parked in another classroom and issued with a C2, leading to a detention. This ensures that the learning of the class is not disrupted any further. Students sent to department parking will be issued with a whole school daily detention to be completed on that day. If the department parking occurs during period 5 then the detention will be sat the following day. ([Appendix 5: Parking system](#))

4.5. On - call

- 4.5.1. On-call is the process by which a member of the behaviour support team or the senior leadership team are called to a lesson to support behaviour. On-call is used as a supportive last resort for teaching staff when students are not following the teacher's instructions. Teachers request on call using the alert button on Synergy. ([Appendix 6: Process for on-call](#))

4.6. Serious incident process

- 4.6.1. All behaviours C5-C12 behaviours will be investigated through the serious incident process. This will ensure that all evidence is considered, and an appropriate sanction is applied. During a serious incident process the following will actions will take place:
 - 4.6.2.1. The student concerned will be placed in the IE if this is deemed to be necessary to the investigation, or outside the office of a member of the senior leadership team/pastoral team, while they write a statement. The student will have the opportunity to verbally discuss the incident with a member of the behaviour team or the SLT on call.
 - 4.6.2.2. Depending on the nature of the incident, the member of staff overseeing the serious incident process will decide whether the student can return to lessons while the investigation is complete or whether the student needs to remain out of circulation from the rest of the school.

4.6.2.3. The member of staff leading the serious incident process will take statements from staff involved, any other students involved and witnesses.

4.6.2.4. Parents/carers will be informed that a serious incident process has started in relation to their child (either as a victim or the student who has not followed the behaviour policy) and they will be kept informed throughout the process and when a decision has been made and a sanction has been agreed, if necessary.

(Appendix 7: Serious incident process)

4.7. Detentions

4.7.1. Section 90 and 91 of the Education and Inspections Act 2006 allows schools to set detentions outside of school hours. As a school we will follow the statutory guidance on detentions set out in *Behaviour and discipline in schools - Advice for headteachers and school staff-DfE-January2016*, sections 27-34.

4.7.2. We use detentions as a sanction to address behaviour incidents that do not require the serious incident process to be carried out, but requires a sanction that makes it clear to the student that their behaviour is not acceptable. For the vast majority of students, detentions are deterrence and they will go through school life having very few detentions or none at all.

4.7.3. Daily whole school detentions

4.7.3.1 Detentions are given for C2 and C3 behaviours.

4.7.3.2 The detention will be for 40 minutes after school on the day of the sanction if it is issued by 1.45pm. Students who fail to attend their detention without good reasons authorised by a parent or carer, will be issued with an extended 45 minute detention for the following day.

4.7.3.3. All detentions issued after 1.25 pm will be served on the next school day.

4.7.3.4. Parents/carers will be notified of their child's detention by email by 2.30pm on the day of the detention.

SLT detentions (or escalated detentions)

4.7.5. Key information about detentions

4.7.5.1. Legally schools are allowed to keep students for detention as long as they provide 'reasonable notice' and only keep students for a 'reasonable amount of time'.

4.7.5.2. We define 'reasonable notice' as by 2.30 pm via email on the day of the detention.

4.7.5.3. We define 'a reasonable amount of time' as a maximum of 45 minutes

4.7.5.4. Parents/carers are also informed of our daily whole school detention system through the My Child at School app.

4.7.5.5. The purpose of detentions is to ensure there is a swift response when students display C2 or C3 behaviours. All detentions will have a reflective and restorative element to them.

4.7.5.6. For daily whole school detentions, period 5 teachers will take all students who have a detention to the main hall/canteen. This will remove the need for escalated detentions as students will not have the opportunity to simply not turn up for detentions.

4.7.5.7. Students will only be permitted to postpone/reschedule their detention in exceptional circumstances where the student has a medical appointment; the child has a disability, SEN, is a carer or would be put in danger by staying after school.

- 4.7.5.8. If a student has a sporting activity/match/competition on a day they have a detention, they will not be permitted to attend and they will have to complete their detention. The headteacher can make exemptions to this rule in exceptional cases.
- 4.7.5.9. In cases of medical appointments, parents/carers should contact the pastoral administrator by 3.20pm. In situations where students tell us that they cannot attend a detention due to a medical appointment, a member of staff will verify this information by telephoning parents/carers. Only once this information has been verified will the student be allowed to leave the detention.
- 4.7.5.10. Reasonable adjustments to our detention system will be made for students with disabilities or with an EHCP, if this is deemed to be appropriate by the SENCO.
- 4.7.5.11. When ensuring that a detention outside school hours is reasonable, staff overseeing the detention should consider the following points: whether the detention is likely to put the student at risk and/or whether the student has known caring responsibilities which mean that the detention is unreasonable. For students to whom this applies, the school will make arrangements for the detention to be sat at lunch time.
- 4.7.5.12. During the detention students will receive a laminated card with reflective activities to complete.
- 4.7.5.13. Students who receive more than one C2 or C3 detention in one school day will be issued an SLT detention, in addition to a daily detention.

4.8. Suspensions (previously known as fixed term exclusions)

4.8.1. In situations where a student's behaviour constitutes a serious or major breach of the school's behaviour policy, a suspension will be applied to reflect the severity of the misconduct. The serious incident process will be carried as part of any decision to suspend. In rare circumstances where a student's behaviour is deemed to be a risk to themselves or others, or they fail to comply with the instructions of the headteacher or the deputy headteacher, the headteacher can start the suspension process immediately, pending the serious incident process. However, in most cases students will remain in school while the process leading to the decision to suspend is carried out. Please see our suspensions and exclusions policy for more information

4.8.2. There are three types of exclusion.

4.8.2.1. **Internal exclusion (IE):** when a student is excluded from normal lessons but remains within the school in the internal exclusion room.

4.8.2.2. **Suspension:** when a student is not allowed to attend school for a specific number of days. The head of year and/or a member of the senior leadership team will conduct a reintegration meeting after a fixed term exclusion.

4.8.2.3. **Permanent exclusion:** where the student loses their place at school.

4.8.3. Suspensions, internal exclusion or permanent exclusion, may be used for any of the reasons as stated in the school's behaviour policy. This is not an exhaustive list and there may be other situations where the headteacher makes the judgement that a suspension or permanent exclusion is an appropriate sanction. The headteacher will consider the incident, all the evidence and any required reasonable adjustments, before a final decision is made. The headteacher will make a decision in regard to suspending or permanently excluding if 'on the balance of probabilities', the student did what is being alleged that they have done.

When suspending or permanently excluding students, the school will follow the guidance set out in ***Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - Guidance for maintained schools, academies and pupil referral units in England***, July 2022. For further details about how we manage exclusions, please refer to our suspensions and exclusions policy on our website.

Section 5: Searching, screening, confiscation and physical restraint

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

There may be occasions when the school is required to search or screen a student/s. Section 90 and 91 of the Education and Inspections Act 2006 states that teaching staff have the right to confiscate students' possessions. The law gives schools permission to search and screen students so long as this is proportionate.

5.1. Searching and screening

5.1.1. When conducting searches and screenings the school will refer to the guidance set out by the Department for Education in the guidance document ***Searching, screening and confiscation - Advice for schools - July 2022***. The key points from this guidance are as follows;

5.1.1.1. **Searching is defined** as checking students' belongings, outer garments, pockets and desks for prohibited or banned items.

5.1.1.2. **Screening** is defined as walking through a metal detector arch or being screened by hand held metal detector wand, for purposes of checking for weapons or items that could be used as weapons, whether or not the school suspects individual students.

5.1.2. Searching

Any decisions to search a student will be done in the best interest of the student and the safety of the school community. We have a duty of care to all of the students in our school. This means that we will balance:

- The need to safeguard all students by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of students suspected of possessing these items
- Staff must not carry out a search without the headteacher/acting headteacher's permission.
- Staff must never carry out searches alone. There must always be a second member of staff present.

Staff authorised to search students are as follows (however they must request permission from the headteacher for every new search and they must comply with the guidance in this section).

- The headteacher
- Deputy heads teachers
- Assistant headteachers
- The DSL
- Heads of year

- 5.1.2.1. Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item, if there is reason to believe that the student is about to commit an offence, or cause personal injury to, or damage to the property of, any person (including the student).
- 5.1.2.2 Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags
- 5.1.2.3 Prohibited items are; knives, weapons, illegal drugs, stolen items, any item that staff reasonably suspect has been or is likely to be used to commit an offence or cause injury to a person or property, tobacco, cigarette papers, fireworks, pornographic images.
- 5.1.2.4. Headteachers and authorised staff can also search, without the student's consent, for any item that is illegal and/or could pose a health and safety risk.
- 5.1.2.5. Headteachers and authorised staff can also search students with their consent, for any items that are considered prohibited by the school.
- 5.1.2.6. Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy. The school will ensure that the search takes place at an appropriate location (on the school grounds or on a school trip, where a member of school staff has lawful control of the student), where possible this will be away from other students.
- 5.1.2.7. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- 5.1.2.8. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.
- 5.1.2.9. The staff member conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member).
- 5.1.2.10. There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex to themselves and/or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. In these situations, the staff member carrying out the search must inform the headteacher or DSL immediately and write a record of the search, the reasons, date, time and what was found.
- 5.1.2.11. The law says that the person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. Only the police can conduct a search involving clothing next to the skin being removed or a full strip search. In these cases the school will retain a duty of care to the students involved and the school will advocate for student wellbeing at all times. In the very rare cases where a strip search by the police is necessary the school will follow the guidance in ***Searching, screening and confiscation - Advice for schools- July 2022.***
- 5.1.2.12. The school will inform parents/carers by phone that the search has taken place and the reasons, outcome and any next steps. However, the school is not required to inform parents/carers beforehand or to seek parental permission to search a student..

- 5.1.2.13. If a student refuses to cooperate with a required search, the school will decide, based on the reasons for the search, whether to involve parents and external agencies. A student refusing to comply with a search could face a suspension.
- 5.1.2.14. If a member of staff conducting a search on an electronic device comes across indecent images, they must not look at these images and refer the case to the designated safeguarding lead immediately, who will follow guidance on how to handle such cases. If a member of staff has reason to believe that there are pornographic or indecent images of a child on a student's electronic device then the member of staff must not intentionally view, copy or share these images. They must refer the case to the DSL immediately.
- 5.1.2.13 The school will keep records of all searches for prohibited items and searches conducted by the police. These records will be kept in the school's safeguarding reporting and recording system, as this will ensure that the designated safeguarding lead is aware and can take the appropriate action. The record will include; the student's name, the date, time location of the search, who conducted the search, the reasons for the search and what was being searched for, any items found and the follow up action taken.

5.1.3. Screening

- 5.1.3.1. The law allows that schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- 5.1.3.2. Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- 5.1.3.3. Any member of school staff authorised by the headteacher can screen students.
- 5.1.3.4. If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- 5.1.3.5. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

5.2. Confiscation

- 5.2.1. Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- 5.2.2. School staff can confiscate any prohibited (banned and/or illegal) item found as a result of a search or if the student is seen displaying the item. They can also seize any item they consider harmful or detrimental to school discipline.
- 5.2.3 The school will take a 'safeguarding approach' when a student is found in possession of drugs, dangerous items and/or pornographic/indecent material. This means the school will

be alert to the potential safeguarding risks for the student in possession of these items. In these circumstances the school will follow its safeguarding process and refer the student to Multi Agency Safeguarding Hub (MASH).

- 5.2.3. Confiscated items that are illegal and/or dangerous e.g. drugs and weapons will be given to the police.
- 5.2.4. Confiscated items that are not illegal but pose a health and safety risk: e.g. alcohol and tobacco, will be disposed of by the school.
- 5.2.5. Section 5.3 outlines the process for confiscated mobile phones.
- 5.2.6. The process for all other banned items that are not dangerous or illegal, will be confiscation and a 40 min detention will be issued. For first occurrences, the item will be returned on the same day after detention. If the item is confiscated before the cut off point for detention, it can be collected by the student that day, after detention. If the item is confiscated after the cut off point for detention, it can be collected the following day, after detention. On the second occurrence of confiscation a parent/carer (or any other adult nominated by the parents) will have to collect the mobile phone after a minimum period of **two school days** from the day of confiscation. On the third and all subsequent occurrences of confiscation a parent/carer will be required to collect the phone after a minimum period of **three school days** from the day of confiscation. A meeting with the head of year will also be required.

5.3. Mobile phones

5.3.1. Years 7-11

- 5.3.1.1. Students are not permitted to use mobile phones or smart watches anywhere on the school grounds at any time.
- 5.3.1.2. Mobile phones must remain in bags or lockers at all times while on school grounds.
- 5.3.1.3. If a phone is heard or seen on the premises it will be confiscated.
- 5.3.1.4. The school premises are defined as anywhere within the school main gates.
- 5.3.1.5. The only exception is if the phone is used with the permission of a member of staff during an after school activity. In these circumstances permission will only be given for a specific purpose and not for general use.
- 5.3.1.6. On the first occurrence of mobile confiscation the student will be issued with a 40 minute on the day detention. If the phone is confiscated before the cut off point for detention, it can be collected by the student that day, after detention.
- 5.3.1.7. If the phone is confiscated after the cut off point for detention, it can be collected on the following day, after detention.
- 5.3.1.8. On the second occurrence of mobile phone confiscation a parent/carer (or any other adult nominated by the parents) will have to collect the mobile phone after a minimum period of **two school days** from the day of confiscation.
- 5.3.1.9. On the third and all subsequent occurrences of mobile phone confiscation a parent/carer will be required to collect the phone after a minimum period of **three school days** from the day of confiscation. A meeting with the head of year will also be required.
- 5.3.1.10. Mobile phones will also be confiscated if it is discovered that students have been using these in the toilets or in other places on the school site. Students needing to contact their parents/carers for an emergency during the school day will be supported by the school office.

- 5.3.1.11. Mobile phones and other electronic devices may also be confiscated if the school believes that the device has illegal material on it. In such cases the electronic device will be handed to the police.

5.3.2. Year 12-13

- 5.3.2.1. Years 12 and 13 are permitted to use mobile phones/tablets and earphones in the sixth form area. If they are seen in use outside of the sixth form area they will be confiscated for the remainder of the day and a detention will be issued.

5.4. Physical restraint and use of reasonable force

- 5.4.1. On rare occasions school staff may be required to restrain a student through the use of reasonable force. When doing so we will follow the guidance set out in *Use of reasonable force - Advice for headteachers, school staff and governing bodies - July 2013*. The key points from this guidance are as follows;

- 5.4.2. Incidents of physical restraint must:

- 5.4.2.1. Always be used as a last resort and to prevent harm to students or adults.
- 5.4.2.2. Be applied using the minimum amount of force and for the minimum amount of time possible.
- 5.4.2.3. Be used in a way that maintains the safety and dignity of all concerned.
- 5.4.2.4. Never be used as a form of punishment.
- 5.4.2.5. Be recorded and reported to parents/carers.

Section 6: Support and interventions

We recognise that a small minority of students will experience challenges in consistently adhering to the school's behaviour expectation. We are committed to supporting students by intervening when early warning signs indicate that a student's behaviour is declining. We also ensure that following a sanction, strategies are put in place to help students understand how to improve their behaviour and meet the school's behaviour expectations.

6.1. Support for all students

- 6.1.1. All students have access to a dedicated pastoral team consisting of a form tutor, a head of year, an assistant head of year, and a member of the senior leadership team. All students participate in our behaviour curriculum outlined in section 2 of this policy.
- 6.1.2 We track and monitor the behaviour of all students through our management information system. When students reach specific thresholds of behaviour, the school will notify parents by letter/email/phone calls to discuss next steps.

6.2. Additional behaviour support and interventions

Students who require additional support will be given one or more support interventions depending on the context and nature of the concerns.

- 6.2.1. Behaviour panels (with members of the senior leadership team, and with school governors)
- 6.2.2. Behaviour contracts and behaviour reports
- 6.2.3. Personal support plans (PSP), which set behaviour targets that are monitored and reviewed over a 6-8 weeks period.
- 6.2.4 Welfare support plans (WSP) are put in place for vulnerable students who need extra support with mental health, attendance, punctuality, homework and other welfare support.
- 6.2.5. Mentoring with either a school mentor, an external mentor or a peer mentor.
- 6.2.6. Parent and carer meetings with school staff and the student.
- 6.2.7. Redbridge Evolve mentoring
- 6.2.8. Communication with parents and carers through the My Child at School app, letters, emails, phone calls and meetings.
- 6.2.9. Referral to external agencies (eg. CAMHS, Early Help)
- 6.2.10. The school counsellor offers counselling sessions for students who require emotional and therapeutic support.
- 6.2.11. Mediation. Heads of year and assistant heads of year lead mediation sessions between students and friendship groups.
- 6.2.12. Managed moves involve the student transferring to another mainstream school on a permanent basis. Managed moves will be suggested where they are in the best interests of the student and will serve as an opportunity for the student to improve their behaviour. All managed moves are agreed with the parents/carers, the student and virtual schools and social workers if applicable.
- 6.2.13 Alternative provision (also referred to as off-site direction) is when a student is required to attend another educational setting for a specific amount of time, to improve their behaviour, where targeted support and interventions have not been successful in improving a student's behaviour. The school will follow the guidance set out in

Supporting students following a suspension or IE

- A reintegration meeting with relevant staff, the student and parents and carers. This will involve a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- If the student is looked after or has a social worker, the relevant professionals will be included in discussions about the student's behaviour and how to support them.
- Staff conducting the reintegration meetings and overseeing behaviour incidents will inquire into circumstances outside of school, including at home, and share relevant information with the designated safeguarding lead.
- If a student has SEN, then the SENCO, where possible, will participate in the student's reintegration meeting following a sanction. Where this is not possible, staff conducting the reintegration meeting will ensure that they have received the SENCO's input prior to the meeting.

Section 7: Communication with parents/carers and carers

7.1. Home - School Communication

7.1.1. We recognise the important role of parents/carers and carers in supporting the school to promote excellent student behaviour. We are committed to excellent standards in home-school communication to keep parents/carers informed of their child's behaviour. These are some of the ways we will communicate with parents/carers about behaviour.

7.1.1.1. Regular communication from the student's head of year if a student's behaviour does not meet expectations across several subjects and around the school.

7.1.1.2. Individual members of staff will contact home to discuss behaviour issues relating to specific lessons and subjects.

7.1.1.3. An email will be sent to parents and carers by 2.35pm to inform them that their child has a daily whole school detention.

7.1.1.4. The [Synergy Parent](#) app, which allows parents/carers to track the child's achievements and behaviour record at any time.

7.1.1.5. Parents/carers will be notified by phone if there is a serious incident process involving their child.

7.1.1.6. Parents/carers are invited to attend meetings if their child reaches behaviour trigger points.

7.1.1.7. Letters of praise and recognition are sent when their child reaches the various thresholds for achievement points.

7.1.1.8. The school holds a parent and carer webinars at the start of each academic year to induct parents and carers on the school's behaviour expectations and the values and principles that inform the school's behaviour policy.

Section 8: Reasonable adjustments and other policy variations

8.1. Reasonable adjustments

8.1.1. When administering sanctions the school will not breach any other legislation (for example, in respect of disability, special educational needs, race and other equalities and human rights). The school will aim to make reasonable adjustments to sanctions as required.

8.1.2. We will only issue sanctions that are proportionate and the sanctions in this policy are deemed to be proportionate to the relevant behaviours.

8.1.3. The SENCO/Deputy SENCO will be involved in deciding on sanctions for all students with an EHCP.

8.1.4. Pastoral staff make reasonable adjustments for students with known or serious SEMH.

8.1.5. Reasonable adjustments requests to the school uniform can be made in writing to the headteacher. The decision to grant such requests lies with the headteacher.

8.1.6. The headteacher will consider all requests for a reasonable adjustment, in line with the Equality Act 2010.

8.2. Policy variations

8.2.1. The contents of this policy apply to all students at KSHS.

8.2.2.1. School uniform rules do not apply, but the year 12 and year 13 dress code must be adhered to and hoods/coats must not be worn in the building.

8.2.2.2. Mobile phones/tablets and earphones may be used in the sixth form area.

8.2.3. The school reserves the right to make any other adjustments and variations to this policy based on individual circumstances and situations. Such variations will only be made by the headteacher.

Section 9: Training and support

9.1. Training and support staff

9.1.1. Regular high quality training is an important part of ensuring that all staff understand and implement our behaviour systems with confidence, rigour and consistency. All staff will receive the following training.

9.1.1.1. Behaviour training as part of the new staff induction process.

9.1.1.2. Behaviour training at the start of every new school year.

9.1.1.3. Behaviour update training on a regular cycle throughout our school CPD programme.

9.1.1.4. Behaviour updates in the weekly staff bulletin and in Monday morning staff briefing.

9.1.1.5. Bespoke support and training for staff who require additional support with behaviour management and in implementing this policy. The pastoral team and safeguarding team.

9.2. Training for students

9.2.1. New year 7 students will receive behaviour training as part of the induction process.

9.2.2. All students will receive behaviour training at the start of each new school year.

9.2.3. Behaviour expectations will be reinforced in assemblies, tutor time, at the start of lessons and throughout the school day. (Appendix 10: Tutor time programme).

9.2.4. There will be a standing item in the weekly newsletter on behaviour.

9.2.5. We have a stay safe curriculum, which teaches students how to keep themselves and others safe. This curriculum is delivered through assemblies, RSE off timetable days, PTHEY lessons and our special feature newsletters.

Section 10: Monitoring, tracking and reviewing behaviour

We collect, monitor and analyse all behaviour data (eg.detentions, suspensions removals from lessons) in order to interrogate repeat patterns of behaviour and the effective use of our behaviour systems. We also monitor and track students' behaviour for the purpose of identifying students who require early intervention to support their behaviour, and to monitor students whose behaviour is a cause for concern.

10.1. Monitoring and recording

10.1.1. Behaviour is recorded on Synergy, our management information system.

10.1.2. Behaviour is monitored through the various monitoring tools on Synergy and through a weekly behaviour tracker, which is analysed by middle and senior leaders.

10.1.3. Heads of year and senior leaders use the weekly behaviour tracker to intervene where students have received specific behaviour thresholds.

10.2. Review

10.2.1. The deputy headteacher responsible for pastoral provision across the school will produce reports for the headteacher and governors on the effectiveness of the behaviour policy, contextual behaviour information, achievements and sanctions.

10.2.2. This policy will be reviewed on an annual basis by the headteacher, the governing body and the senior leadership team.

10.3. Equal opportunities

10.3.1 The school will analyse the issuing of sanctions and achievement points by different groups of students to monitor any trends by;

10.3.1.1. gender

10.3.1.2. ethnicity

10.3.1.3. year group

10.3.1.4. SEN

10.3.1.5. disadvantaged and non-disadvantaged

10.3.1.6. EAL

10.3.1.7. looked after children

10.4. Complaints and concerns

10.4.1. We welcome parental feedback and we will always work with parents/carers to resolve any concerns. Parents/carers who wish to raise a query or concern about a behaviour or sanction related matter should follow these steps.

10.4.1.1. In the first instance parents/carers should make contact with their child's head of year, who will respond to discuss the concern and arrange a meeting if needed.

10.4.1.2. If the concern is still not resolved to the parent/carer's satisfaction, a formal complaint can be submitted in writing, following the steps in our complaints policy, which can be found on the school website.

Appendices

Appendix 1: Criteria for students being let out of lessons

Teachers should not let students out of lessons for drinks or to visit the toilet. However, these are some exceptional circumstances or pre-agreed reasons when a teacher will give a student permission to leave the lesson.

- A student or the teacher is having a serious medical issue and help is required (on-call is requested / or the support of the teacher next door is called for).
- The student has a medical/welfare pass that specifies the need to use the toilet in the lesson.
- The student is clearly very unwell and needs medical support.
- The student has a medical pass that specifies they need to take medication.
- In the teacher's professional judgement, an accident would occur if a student is not permitted to use the toilet at the moment. This must be used stringently.

Appendix 2: Home-school agreement

Under the 2015 Deregulation Act, schools are no longer required to ask parents/carers to sign a home-school agreement. However, at KSHS we believe that it is important to provide families with clarity of information on our expectations of parents/carers and of students, and where we also establish our commitments as a school to the achievement and welfare of every student. The home-school agreement sits within this policy. We do not ask parents/carers to sign the home-school agreement as it is an expectation that by sending their child to KSHS, parents/carers will support the school's vision, aims and policies.

Home-school agreement

The home-school agreement contains the following commitments and expectations.

Parent/carer commitments

- Support the school's values of determination, aspiration, respect and equality.
- Support the school's policies and behaviour expectations.
- Ensure that they are aware that all detentions are served on the day that they are issued, unless the detention is issued after period 4, in which case the detention will be served the next day.
- Ensure that they are aware of the school's list of banned items, and the consequences if their child brings in a banned item.
- Work cooperatively with the school to ensure their child can achieve their potential.
- Interact with school staff in a polite and respectful way.
- Ensure that their child attends school regularly, with a minimum of 97% attendance and that holidays and other non-urgent and non-hospital appointments are arranged outside of school time.
- Ensure that their child arrives at school, by **8.18am** every day.
- Ensure that they are aware of the school's rules on mobile phones. Mobile phones seen or heard anywhere on the school grounds will be confiscated as per section 5 of the school's behaviour policy.
- Ensure that their child is in full school uniform every day.
- Monitor and support their child with the completion of homework.
- Attend parents evening and other relevant school information events.
- Let the school know of any circumstances affecting their child's welfare or any change in circumstances.

Student commitments

- Follow the school's values of **learning, charity and community**.
- Demonstrate the highest standards of behaviour at all times.
- Follow the school's five main expectations and the STAR expectations.

- Understand that all detentions are served on the day that they are issued, unless the detention is issued after **1.25pm**, in which case the detention will be served the next day.
- Do not bring to school any banned items.
- Attend school every day.
- Arrive at school by **8.18am** every day.
- Ensure mobile phones are in bags or lockers and turned off. Mobile phones seen or heard anywhere on the school grounds will be confiscated and a detention will be issued.

- Understand that being in full uniform also means: no piercings other than one pair of studs, no jewellery other than a religious symbol worn under the school shirt, no nail varnish or nail extensions and only light natural face makeup may be worn (e.g.: foundation), no lipstick, lip gloss or eye make-up. Hair should only be of natural colours and extreme haircuts are not permitted. No trainers.
- Complete all homework and classwork to the best of your ability.
- Attend all detentions.
- Students should inform a member of staff if they feel upset, worried or scared or if they know of another student who is feeling this way.

School commitments

- Prioritise the safety and well-being of all students at all times.
- Provide excellent pastoral care.
- Provide a world class curriculum.
- Provide a high quality learning experience that aims to meet the needs of all students.
- Provide extra-curricular opportunities.
- Provide support and guidance for post 16 education.
- Provide students with opportunities for work related and careers education.
- Provide students with opportunities for learning outside the classroom.

Appendix 3: the allocation of achievement points and thresholds for rewards

Code	Points weighting	Achievement category	Sub-categories
A1	1 achievement point	Effort	<ul style="list-style-type: none"> ● Excellent contribution to the lesson ● Excellent homework ● Excellent reading ● Excellent contribution to tutor time
A2	2 achievement points	Aiming high	<ul style="list-style-type: none"> ● Role modelling excellent behaviour ● Role modelling excellent attitudes to learning
A3	3 achievement points	Improvement	<ul style="list-style-type: none"> ● Improved attendance ● Successful completion of a PSP ● Improved attitudes to learning ● Other noticeable improvements
A4	4 achievement points	Supporting others	<ul style="list-style-type: none"> ● Supporting a peer during a difficult time ● Assisting a member of staff ● Mentoring other students ● Acts of kindness ● Reporting discrimination ● Reporting bullying or a concern about the welfare of another student. ● Successful completion of a managed move
A5	6 achievement points	Community contribution	<ul style="list-style-type: none"> ● Representing the school at an event/sporting activity ● Participating/leading an assembly

			<ul style="list-style-type: none"> ● Being part of an interview panel ● Volunteering or participating in a charitable event ● Other forms of community contribution
A6	8 achievement points	Headteacher's award	<p>Any member of staff can nominate students for the headteacher's award. Students who are nominated will be 'student of the week'.</p> <ul style="list-style-type: none"> ● Exceptional acts of kindness ● Exceptional achievement ● Exceptional all-round positive behaviour and achievement ● Exceptional contribution to the community ● Overcoming adversity ● Show resilience during a difficult time <p>The headteacher is at liberty to give an A6 to any student who they deem to have met the criteria.</p>

Appendix 4: Concern categories, the allocation of sanctions and thresholds for behaviour interventions

The consequences and sanctions listed here are guidance. A member of the senior leadership team is required to authorise any internal exclusions and the headteacher is required to approve all suspensions. This list is not exhaustive and the headteacher reserves the right to apply a C1-C12 code for any behaviours not listed here. The term staff is used to refer to any adult. The sanctions and consequences listed here are a guide and the headteacher reserves the right to recommend appropriate sanctions.

Code	Points	Behaviour category	Sub-categories	Recommended consequences and sanctions
Reminder of expectations Not logged	0	Minor off task behaviour	<ul style="list-style-type: none"> ● Not meeting work expectations during the lessons ● Not sitting up ● Interrupting/calling out ● Other minor disruptions ● Not wearing a lanyard (but has the lanyard in school) 	Given for a single, minor off task behaviour. If the student does not rectify their behaviour after the reminder, this moves to a C2.
CMD	3 5		<ul style="list-style-type: none"> ● Missed 30 min detention (-4) ● Missed escalated detention (-5) 	40 minute detention the following day IE
C1	-1	Not ready for learning	<ul style="list-style-type: none"> ● Missing equipment reminder ● Missing/incorrect uniform reminder 	No sanction. Monitored through the

			<ul style="list-style-type: none"> ● Failure to complete HW reminder ● No reading book reminder ● Incorrect book ● Uniform missing reminder 	weekly behaviour tracker.
C2	-2 concern point	Misconduct	<p><u>In lessons/tutor time</u></p> <ul style="list-style-type: none"> ● Disruptions to learning/the lesson ● Not completing HW after second warning ● Repeatedly not having a reading book ● Missing equipment ● Not following instructions after a reminder of expectations for a minor infraction ● Not following instructions first time for more serious behaviours (anything in C2) ● Arguing with staff (defiance and rudeness) ● Refusing to remove outdoor garments ● Lateness to lessons ● Mobile phone use (visible, using a phone or a phone rings/pings) ● Use of other non-permitted electronic devices ● Chewing gum in lessons ● Writing on hands and other body parts (reasonable adjustment made for students for whom this is a SEMH support strategy) ● Eating and/or consuming non-water drinks in lessons. ● Inappropriate use of IT equipment during a lesson eg- playing games, watching videos or looking at websites not related to the lesson (<i>this does not include pornographic material, extremist material or any other offensive material</i>) <i>Viewing, downloading, accessing extremist or pornographic material online is a C10</i> 	<p>All C2s result in a 30 minute daily whole school detention. On-call to be requested to take the student to parking for all behaviours in bold.</p> <p>Students who receive two or more C2/C3s for behaviour issued in any one day, will do an extended detention of 40 minutes.</p>
C3	-2 concern points	Misconduct	<p><u>Outside of lessons:</u></p> <ul style="list-style-type: none"> ● Uniform - incorrect clothing ● Uniform - incorrect footwear ● Uniform - wearing jewellery 	All C3s result in a 30 minute daily

			<ul style="list-style-type: none"> ● Uniform - no lanyard ● Uniform - wearing make-up/ false nails/false eye lashes ● Lateness to school ● Late sweep ● Wearing a coat or other non-permitted items in the building ● Loitering in the corridors ● Being in a non-designated place during break or lunch ● Not keeping hands, feet and objects to one's self (non-threatening) ● Talking during line up ● Throwing without intent to do harm ● Not following instructions around the school building ● Pushing in the canteen queue ● Interfering with other students' possessions outside lessons ● Chewing gum around the building ● Bringing in energy drinks and other banned food/drink items ● Bringing in non-dangerous banned items eg: lip gloss ● Mobile phone, earphones or other electronic devices use around the school site ● Eating outside designated areas ● Throwing water 	<p>whole school detention.</p> <p>Students who receive two or more C2/C3s for behaviour issued in any one day, will do an extended detention of 40 minutes.</p>
C4	-4 Concern Points	Misconduct of school property	<ul style="list-style-type: none"> ● Not clearing up after one's self after ● Littering ● Minor graffiti (including in exercise books or planners) ● Minor vandalism (writing on desks) ● Spitting on the floor/ground ● Stick chewing gum on furniture 	Community service

C5	-5 Concern Points	Serious Misconduct	<ul style="list-style-type: none"> ● Disruption of detention/not following instructions in detention ● Disruption of lesson parking ● Truancy/leaving school without permission ● Failure to attend whole school detention ● Unkind and cruel comments towards another student ● Swearing at another student ● Other offensive language used at another student ● Not telling the truth to staff during an investigation ● Refusal to hand over mobile phone, earphones or other electronic device ● Rudeness to staff (higher level than a C2/C3) ● Uniform - repeated incorrect clothing ● Uniform - repeatedly in incorrect footwear ● Uniform - repeatedly wearing jewellery ● Uniform - repeatedly not wearing lanyard ● Uniform - repeatedly not wearing a facemask ● Repeatedly wearing make up/fake nails/fake eye latheys/nail varnish ● Repeated C2 behaviours 	Up to 1 day internal exclusion
C6	-6 Concern Points	Serious misconduct	<ul style="list-style-type: none"> ● Refusal to follow the instructions of SLT/ on call** ● Bringing the school into disrepute due to behaviours before or after school** ● Taking photos of students without their consent (this does not apply to indecent or illegal images). 	Up to 2 days internal exclusion ** A more serious sanction will be applied if other school expectations are also broken
C7	-7 Concern Points	Serious Misconduct	<ul style="list-style-type: none"> ● Minor vandalism ● Spitting at another person 	Up to 3 days internal exclusion. Admitted

			<ul style="list-style-type: none"> ● Malicious communications ● Inappropriate physical contact of another student (<i>this does not include touching private parts of someone's body or sexual touching</i>). 	
C8	-8 Concern Points	Major misconduct	<ul style="list-style-type: none"> ● Throwing with intent to cause harm ● Continuously disrupting/not following instructions in the IE ● Refusal to comply with searching and screening (<i>this would move to a C12 if the student is suspected of having a weapon or other illegal item on them</i>) 	Up to 1 day suspension
C9	-9 Concern Points	Major Misconduct	<ul style="list-style-type: none"> ● Persistent and/or dangerous refusal to follow instructions of SLT on call ● Bringing alcohol into school ● Attending school under the influence of alcohol ● Persistent and/or dangerous refusal to follow instructions of SLT on call ● Bringing alcohol into school ● Attending school under the influence of alcohol ● Use of racist language/anti-semitic ● Use of homophobic language ● Use of sexist language ● Use of transphobic language ● Use of biphobic language ● Use of disablist language ● Use of any other discriminatory language 	Up to 2 days suspension

C10	-10 concern Points	Major misconduct	<ul style="list-style-type: none"> ● Aggressive behaviours ● Repeated use of unkind/cruel comments towards another student ● Theft (<i>distinguished from interfering with another child's property</i>) 	Up to 3 days suspension
C11	-11 Concern Points	Major Misconduct	<ul style="list-style-type: none"> ● Threatening students ● Threatening behaviour towards students ● Smoking/vaping on the school premises ● Swearing at staff or using offensive language towards staff ● Repeated use of racist language ● Repeated use of homophobic language ● Repeated use of sexist language ● Repeated use of transphobic language ● Repeated use of biphobic language ● Repeated use of disablist language ● Repeated use of any other discriminatory language 	Up to 4 days suspension
C12	-12 Concern Points	At risk of permanent exclusion misconduct	<ul style="list-style-type: none"> ● Hate crimes/inciting hatred ● Persistent discrimination ● Sharing anti-Semitic material ● Downloading or bringing into school pornographic material ● Requesting/sending/sharing indecent electronic images of/from another person (or printed) ● Taking photos of staff and/or sharing photos of staff. ● Attending school under the influence of drugs ● Bringing drugs into school* ● Selling/distributing drugs in school* ● Taking drugs in school* 	<p>5 days or more suspension, with the possibility of permanent exclusion.</p> <p>*indicates incidents where we are required to notify the police and/or the multi-agency safeguarding hub</p> <p>The headteacher reserves the right to apply a 5 day</p>

			<ul style="list-style-type: none"> ● Consuming alcohol in school ● Being found in possession of drugs in school* ● Distributing alcohol ● Blackmail and/or extortion of students or staff ● Grooming other students to engage in criminal activity* ● Sexual assault of staff or student* ● Sexual harassment of staff or student* ● Harassment and stalking of staff or student ● Sharing radicalised/extremist material online or in person ● Bringing into school prohibited, illegal, dangerous and harmful items. ● Bringing in a weapon or an item to be used as a weapon. ● Using an item as a dangerous weapon ● Serious and/or dangerous threats against a member of staff ● Serious and/or dangerous threats against a student ● On-going bullying or other forms of child-on-child abuse ● Repeated and/or extreme verbal abuse of staff ● Assault (including, but not restricted to; hitting, slapping, punching, kicking) of a student ● Assault (including, but not restricted to; hitting, slapping, 	<p>suspension to other behaviours not listed here.</p>
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			<p>punching, kicking) of a member of staff*</p> <ul style="list-style-type: none"> ● Attempted assault of staff or students ● Inappropriate touching a member of staff ● Inappropriate touching of a student (of an indecent nature) ● One off extreme violent behaviours* ● Repeated violent behaviours ● Actions that put the health and safety of any other member of the school community at serious risk ● Persistent disruptive behaviour, including open defiance or refusal to conform to agreed rules ● Actions that seriously compromise the ethos of the school ● Bringing the school into disrepute through behaviours for more serious behaviours ● Malicious behaviours and false accusations* ● Major vandalism /serious damage to school site (e.g. smashing toilets) ● Engaging in sexual activity with another student on the school site ● Setting off the fire alarm ● Actions that put the student is outside of the control of the headteacher ● Any other incident that the headteacher deems to warrant a C12 	
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Appendix 1- Definition of sexual harassment

Sexual harassment is unwanted behaviour of a sexual nature which:

- violates/violated someone's dignity, whether it is intended or not
- creates/created an intimidating, hostile, degrading, humiliating or offensive environment for them, whether it was intended or not

Sexual harassment can happen to men, women and people of any gender identity or sexual orientation. It can be carried out by anyone of the same sex, a different sex or anyone of any gender identity.

A person does not need to have previously objected to someone's behaviour for it to be considered unwanted.

Sexual harassment is a form of unlawful discrimination under the Equality Act 2010.

Sexual harassment can be a one-off incident or an ongoing pattern of behaviour.

It can happen in person or in other ways, for example online through things like email, social media or messaging tools.

Examples include:

- flirting, gesturing or making sexual remarks about someone's body, clothing or appearance
- asking questions about someone's sex life
- telling sexually offensive jokes
- making sexual comments or jokes about someone's sexual orientation or gender reassignment
- displaying or sharing pornographic or sexual images, or other sexual content
- touching someone against their will, for example hugging them
- sexual assault or rape

What some people might consider as joking, 'banter' is still sexual harassment if:

- the behaviour is of a sexual nature
- it is unwanted
- it violates someone's dignity or creates a hostile environment for them

Sexual harassment is usually directed at an individual, but it is not always the case. Sometimes there can be a culture of sexual harassment in a workplace that is not specifically aimed at one person – such as sharing sexual images. Someone could still make a complaint of sexual harassment in this situation.

Appendix 2

Child-on-child sexual violence and sexual harassment

- Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis.
- The school is very clear in every aspect of our school culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. The school makes clear to all staff the importance of challenging all inappropriate language and behaviour between students.
- The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. The school advocates strenuously for high standards of conduct between students and staff; staff demonstrate and model manners, courtesy and dignified/respectful relationships.
- Where relevant, students who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.
- The school responds assertively to sexually inappropriate behaviour and we have interventions in place that help prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.
- The school ensures that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.
- Abuse that occurs online or outside of the school is not downplayed and is treated equally seriously.
- A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.
- In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, the designated safeguarding lead will be engaged in the case and make referrals to support services as appropriate.

Behaviour incidents online

- The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place.
- Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.
- The school is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.
- Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.
- In cases where the school suspects a pupil of criminal behaviour online, we will follow the relevant guidance.
- When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance

to support school staff and designated safeguarding leads: [*Sharing nudes and semi-nudes: advice for education settings working with children and young people.*](#)

- Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will sanction students when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the school community

Appendix 3

Bullying and child-on-child abuse

What is bullying?

Bullying is one form of child-on-child abuse. Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in [sporting](#) teams, in friendship or family groups or in the [workplace](#). There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- social bullying
- threatening behaviour
- name calling
- cyber bullying
- coercion and blackmail
- harassment

Bullying includes:

- name calling
- making unkind comments about a person's appearance
- making things up to get someone into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from a person
- damaging a person's belongings
- stealing someone's money or forcing them to handover money
- taking friends away from a person or leaving a person out/isolating them
- posting insulting messages or rumours online
- threats, blackmail and intimidation
- making silent or abusive phone calls
- sending offensive texts or messages
- spreading rumours
- stalking and harassing