



King's High School

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BEHAVIOUR POLICY

1.0 Aims

- 1.1 Create a positive environment for the school's core purpose of teaching and learning by promoting a culture where all students and staff feel valued, respected, safe and secure.
- 1.2 Establish a trauma-informed, whole-school approach to developing and sustaining positive relationships within the school community and promoting high standards of behaviour that reflect the values of the school
- 1.3 Summarise the rights, responsibilities and roles of students, staff and parents, with regard to behaviour
- 1.4 Outline school routines which students are supported to meet in order to maximise learning, maintain a safe environment and so the community can thrive
- 1.5 Provide clear behavioural expectations and outline the consequences of behavioural boundaries being crossed
- 1.6 Provide a consistent, calm and measured approach to behaviour management that is applied equitably to all students, with due regard to their needs
- 1.7 Define what is considered serious misbehaviour, including bullying and discrimination

2.0 Legislation and Statutory Requirements

- 2.1 This policy follows the guidance set out by the Department for Education on:
 - Keeping Children Safe in Education (2023)
 - Behaviour and Discipline in Schools (2013, updated in September 2022)
 - Searching, Screening and Confiscation at School (2014, updated for September 2022)
 - The Equality Act (2010)

- Use of Reasonable Force in School (2013)
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
Supporting Students with Medical Conditions at School (2014, updated in 2017)

2.2 It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) Special Educational Needs and Disability (SEND) Code of Practice and the Education (Independent School Standards) Regulations 2014, which outlines an independent school's duty to safeguard and promote the welfare of its students.

3.0 Behavioural rights and responsibilities

3.1 All students and staff share the same three rights:

- to work in a supportive and calm environment where they can carry out their key roles (learning, teaching or supporting the teaching and learning);
- to be valued and treated with respect;
- to be and feel safe.

3.2 All members of the school community are responsible for adopting behaviour which supports these rights. The distinction made between 'misbehaviour' and 'serious misbehaviour' is based on the extent to which the rights of members of the community are affected by the behaviour.

3.3 **Misbehaviour** is defined as:

- Poor attitude and/or low-level disruption in lessons and activities, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework without a valid reason;
- Truancing from lessons, assemblies or other school activities;
- Incorrect uniform;
- Low-level misuse of mobile technologies such as phones, i-watches and devices.

3.4 **Serious misbehaviour** is defined as:

- 3.4.1 Repeated breaches of the school Code of Conduct expectations regarding following routines and expected behaviour;
- 3.4.2 Any form of bullying;

- 3.4.3 Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- 3.4.4 Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments;
 - Sexual jokes or taunting;
 - Physical behaviour like interfering with clothes;
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- 3.4.5 Vandalism;
- 3.4.6 Theft;
- 3.4.7 Fighting;
- 3.4.8 Smoking or vaping;
- 3.4.9 Prejudice-based or discriminatory behaviour (which extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person’s identity);
- 3.4.10 Possession of any prohibited items. These are:
- knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student in possession of the article);

- other items banned by the school rules: vapes and paraphernalia relating to smoking, drugs or vaping.
- 3.4.11 Unsafe use of mobile technologies including phones, i-watches and devices (see Section 6.2)
- 3.5 The Screening, Searching and Confiscation Policy explains the procedures under which searches for prohibited and banned items may be carried out.

4.0 Bullying

We work hard to create an ethos that discourages any form of bullying or similar actions which undermine our aims; such actions will not be tolerated. If bullying does occur, all students should be able to report it confidently and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to be an upstander and report it. The school recognises the risks associated with children sharing overnight accommodation in the boarding house (and on residential trips) and also recognises that it must take note of bullying perpetrated outside of school but which affects the school community. The school will do what is reasonably practicable to help eliminate any such bullying.

4.1 *Defining bullying*

- 4.1.1 Bullying behaviour is **negative** behaviour that **deliberately intends** to make someone feel:
- hurt
 - upset
 - uncomfortable or
 - unsafe.
- 4.1.2 In all types of bullying, the intention is to make the target unhappy and bullying may cause great distress. It can result in the intimidation of a person or persons through the threat of violence or by isolating them. Bullying is a form of child-on-child abuse and may result in safeguarding concerns.
- 4.1.3 The key condition of the negative behaviour being defined as bullying is an imbalance of power which means the target of the bullying finds it difficult to defend themselves. Repeated negative behaviour is bullying as it takes away power from the target. A one-off hurtful incident may also be defined as bullying if there is an imbalance of power e.g. the target is younger. The imbalance of power can manifest itself in several ways; it may be physical or psychological (knowing what upsets someone), derive from an intellectual imbalance or result from having access to the support of a group and the capacity to socially isolate the target, either physically or online.

- 4.1.4 Bullying is different in nature and severity from the ordinary give-and-take of relationships. Even one-off incidents of unkind or hurtful behaviour may have a significant impact on the target and could be serious enough to be a criminal offence. Such child-on-child abuse is dealt with seriously under the Behaviour Policy.
- 4.1.5 Students are encouraged to talk to pastoral staff about small disagreements so early intervention and support can be offered and any bullying identified and addressed. Students will fall out and disagree with each other as they form and build relationships; this is a normal part of growing up and most young people have the ability to bounce back from this type of behaviour. It is important for students to discuss how they feel with adults who can help them develop resilience to manage their relationships.
- 4.1.6 There are many ways of classifying bullying and at King’s High the Diana Award three-way classification is used:

Category of bullying	Examples
Physical	Unwanted physical harm such as hitting, kicking, biting, shaking, hair-pulling, tripping up, pushing, spitting, unwanted physical attention or inappropriate touching, sexual gestures or any use of violent or aggressive behaviour (including initiation/hazing type violence and rituals)
Verbal	Name-calling, sexual harassment, comments about sexual reputation or performance, racial taunts or gestures intimidation, using sarcasm, mocking, making subtle comments, pressure to conform and use of derogatory language,
Indirect – a less obvious form that is not always seen or heard first-hand by the target	Spreading rumours or lying, excluding, hiding, stealing or damaging someone else’s property.
Cyber-bullying (bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or associated technology e.g. camera and video facilities) is a form of indirect bullying.	Offensive texts, uploading pictures that could harm a person’s reputation or cause upset, sharing damaging information about a person in a public forum, lying, spreading rumours. Upskirting, (taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) is a specific example of abusive behaviour which can be linked to online bullying. Upskirting is a criminal offence.

4.1.7 The rapid development of, and widespread access to, technology has provided a new medium for ‘indirect’ bullying, which can occur in or outside school: cyberbullying is a different form of bullying because it can happen at all times of the day and night, with a potentially bigger audience as people forward on content. Some of the types of cyber bullying recognised by Bullying UK are:

- **Harassment:** the act of sending offensive, rude, and insulting messages and being abusive. e.g. nasty or humiliating comments on posts, photos and in chat rooms, being explicitly offensive on gaming sites.
- **Denigration:** when someone sends information about another person that is fake, damaging and untrue e.g. sharing photos of someone to ridicule them, spreading fake rumours and gossip.
- **Flaming:** when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.
- **Impersonation:** when a person hacks into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material. The making up of fake profiles on social network sites, apps and online are commonplace and it can be challenging to get them closed down.
- **Outing and Trickery:** someone shares personal information about another person or tricks someone into revealing secrets and then forwards them to others. They may do this with private images and videos too.
- **Cyber Stalking:** the act of repeatedly sending intimidating messages that include threats of harm or engaging in other online activities that make a person afraid for their safety.
- **Exclusion:** when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

4.1.8 More information on cyberbullying including tips on dealing with it can be found at: <https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

4.1.9 The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. Safeguarding procedures regarding sexual imagery will be followed. Parental consent is not required to search through a young person's mobile phone or device.

4.2 ***Motivation for Bullying***

4.2.1 Although anyone can be subjected to bullying behaviour, those with actual or perceived identity differences are more likely to experience bullying. Prejudice-based and discriminatory bullying is motivated by prejudice or negative attitudes, beliefs or views based on the target's actual or perceived identity. Prejudice extends beyond the protected

characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person's identity. Examples of prejudice-based and discriminatory bullying are included in the table below:

Type of bullying	Definition	Examples
Racist / faith-based bullying	Bullying that is based on prejudice or negative attitudes, beliefs or views about race, ethnicity, religion or culture.	A student who receives comments about their accent, clothes, the food they eat and their skin colour. A student who has to listen to racist jokes.
Sexist bullying	Bullying based on sexist attitudes that when expressed, demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men or are inferior.	A student who is subjected to derogatory comments about women on the bus.
Sexual bullying	Bullying behaviour that has a specific sexual dimension which may be physical, verbal or non-verbal/psychological. It may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation, or using sexual language that is designed to subordinate, humiliate or intimidate.	A student who is being rated online about their sexual performance. A student has their bra strap pinged as they enter the playground after lunch.
Homophobic or biphobic bullying (sexual orientation)	Bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people.	A student being called a 'lesbian' and 'not a real girl' by other students because they have short hair A student who reports that since they came out as a lesbian, others in their class keep moving away from and giggling every time they are in the changing rooms Ongoing name-calling and jokes about being 'greedy' because they are attracted to more than one gender

Transphobic bullying (gender identity)	Bullying based on prejudice or negative attitudes, views or beliefs about trans people	A student being teased and called trans because they wear 'boys' clothes' Students laughing and repeatedly telling another student 'That can't happen – your dad's a freak' when they are told that dad is now their mum
Disability-based or SEND bullying	Bullying linked to special educational needs or disabilities such as autism	A student who is taunted because they limp when they walk due to a spinal condition A student who is excluded from social groups because their classmates think they make odd comments.
Bullying about physical appearance or health conditions	Bullying linked to appearance or health conditions	A student with acne reports that their photo has been uploaded next to a photo of a leopard and derogatory comments are being made in class and online. A student is called 'fatty', and 'piggy' and told they need to lose weight if they want a relationship.
Bullying related to home or other personal circumstances	Bullying of young carers, looked-after or previously looked-after children, matters connected to a parent or bullying based on comparative wealth/ difference or perceived differences in socio-economic status	A young carer is constantly teased about having to 'babysit' their mother rather than go out Ongoing comments to an adopted child about being rejected and not having real parents.
Bullying related to being a boarder	Bullying of boarders	A boarder is constantly teased about 'being abandoned by your parents'.

4.2.2 Details of the school's approach to preventing and addressing bullying are set out in the Antbullying Policy.

5.0 **Roles and Responsibilities**

5.1 ***Governors and Foundation Principal***

5.1.1 Governors and the Foundation Principal will review this Behaviour Policy in conjunction with the Head and monitor the policy's effectiveness, holding the Head to account for its implementation.

5.2 **Head**

5.2.1 The Head is responsible for reviewing and approving this Behaviour Policy in consultation with the Foundation Principal and Governors.

5.2.2 The Head will ensure that there is a consistent whole-school approach to developing and sustaining positive relationships within the school community and promoting high standards of behaviour that reflect the values of the school.

5.2.3 The Head will monitor how staff implement this policy to ensure a calm and measured approach is adopted to behaviour management and that is applied equitably to all students, with due regard to their needs.

5.2.4 The Head is also responsible for:

- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully;
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- ensuring this policy works alongside the Foundation Safeguarding and Child Protection Policy to offer students both sanctions and support when necessary;
- ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1).

5.3 **Staff**

5.3.1 Staff (including Foundation Head of Boarding) are responsible for:

- creating a supportive and calm environment for students;
- establishing and maintaining clear boundaries of acceptable student behaviour so that all members of the community can feel valued, respected and safe;

- implementing the Behaviour Policy consistently and equitably;
- communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with students;
- modelling expected behaviour and positive relationships;
- providing a personalised approach to the specific behavioural needs of particular students;
- considering their own behaviour and its impacts on the school culture and how they can uphold school rules and expectations;
- reporting and recording behaviour incidents promptly;
- encouraging students to meet the school’s expectations;
- helping to gather information from students about what has happened when incidents of poor behaviour have been reported.

5.3.2 Pastoral leads and members of the Senior Leadership Team will support staff in responding to behaviour incidents.

5.3.3 Teachers (and all staff who have responsibility for students) have statutory authority to discipline students who break the school behavioural expectations or who fail to follow a reasonable instruction. Teachers can discipline students at all times when the student is in school or is elsewhere under the charge of a teacher, including on school visits, as long as the discipline is within the agreed policy.

5.4 ***Parents and carers***

5.4.1 The support of our parents and carers in upholding the Behaviour Policy is crucial and greatly appreciated. Parents were involved in updating the Behaviour Policy.

5.4.2 Parents and carers, where possible, should:

- get to know the school’s Behaviour Policy;
- support their child in meeting the school’s Behaviour Policy;
- inform the school of any changes in circumstances that may affect their child’s behaviour;
- promptly discuss any behavioural concerns with the Head of Year;

- take part in any pastoral work suggested to support positive behaviour (for example, attending reviews of specific behaviour interventions or reintegration meetings);
 - raise any concerns about the response to poor behaviour with the school directly, whilst continuing to work in partnership with the school;
 - take part in the life of the school and support its culture.
- 5.4.3 The school will endeavour to work in collaboration with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy.
- 5.4.4 The support of parents and carers is particularly appreciated in establishing good routines (which are essential for learning to be maximised and for the community to thrive) by:
- ensuring their child attends school regularly and punctually;
 - ensuring devices are fully charged daily;
 - ensuring their child has packed everything needed for school each day, including their device;
 - ensuring their child is meeting the Uniform and Appearance Code (Years 7 – 11) or Sixth Form Dress and Appearance Code when they leave the house each morning;
 - ensuring they have a regular evening and weekend routine which enables completion of homework to the expected standard and on time and without being interrupted by social media, phone, etc.;
 - ensuring all equipment, possessions and uniform are clearly named and that valuables are left at home.
- 5.4.5 Parents and carers are also asked to:
- oversee their child's use of mobile phones and devices to ensure that potentially hurtful messages and chat to and about other students or staff in the school are not being exchanged within or out of school hours;
 - respond promptly to any message of concern from staff about their child's behaviour in school and work with the school to remedy any problems.

5.5 **Students**

- 5.5.1 The Code of Conduct expectations are regularly shared with students both formally (e.g. during form times, assemblies, PSHEE time) and informally (e.g. in discussions with staff). Students were consulted when the Behaviour Policy was updated and further discussion

about any aspect of the policy is welcome and can be raised through School Council or by arranging a meeting with a senior member of staff. Suggestions from students will be considered when further updates are made.

5.5.2 Students will be made aware and regularly given the opportunity to discuss:

- the school’s key behavioural routines and expectations and how they relate to the school aims;
- how behavioural routines and expectations help support the rights of all members of the community
- their responsibility to follow the Behaviour Policy in order to respect the rights of all members of the community;
- the rewards they can receive for meeting and exceeding expectations and the consequences they will face if they do not meet the requirements;
- the pastoral support that is available to them to help them follow routines and meet other behavioural expectations;
- the importance of behavioural issues being addressed equitably (according to individual need) rather than equally (in the same way for all).

5.5.3 Students will be helped to understand that the Behaviour Policy applies at all times when the student is:

- on the Foundation site
- under the charge of a teacher when out of school, including on school visits
- in school uniform or in any other way recognisable as belonging to the school community

5.5.4 A student may be disciplined by the school for behaviour out of school which adversely affects members of the school community e.g. whilst at parties and sleepovers.

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

5.5.6 Where behavioural issues have arisen, students who are involved in or have witnessed the poor behaviour are expected to help staff ascertain the facts and students are usually asked to make a written account of what they think has happened. These steps are taken to help ensure the response to behavioural incidents is as fair as possible.

- 5.5.7 Students will be supported to develop an understanding of the school’s Behaviour Policy and wider culture.
- 5.5.8 Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.
- 5.5.9 Extra support and induction will be provided for students who are mid-phase arrivals.


6.0 Student behaviour curriculum

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

6.1 *King’s High Student Code of Conduct*

6.1.1 The Student Code of Conduct supports the School Aims and Commitments. The Commitments and Code of Conduct were most recently reviewed by staff, students and parents in Autumn Term 2022, following the introduction of the King’s High Learning Wheel.

6.1.2 King’s High Code of Conduct:

Creativity and Curiosity	
<p>Aim 1:</p> <p><i>To foster a love of learning, intellectual curiosity, independence of thought and effective learning habits</i></p>  <p>Commitments</p> <p><i>We will:</i></p> <ul style="list-style-type: none"> • <i>Approach our learning with inquisitive minds and be creative and imaginative about how we will apply our learning</i> • <i>Be persistent in our studies, taking risks and fostering a growth mindset</i> 	<p>Expectations</p> <p>We will:</p> <ul style="list-style-type: none"> • Complete work to the best of our abilities and aim to meet all deadlines • Ask questions, seek help and research independently to broaden our understanding • Welcome feedback and use it to enhance our future attainment • Follow classroom expectations and ensure our actions have a consistently positive impact on the learning of others • Work cooperatively with others • Use our devices to further our learning whilst being mindful of following the Acceptable Use of IT Policy

<ul style="list-style-type: none"> • <i>Be receptive to new ideas and new skills, prioritising creative and innovative thinking to address the world's problems</i> 	
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Character and Confidence

Aim 2: To develop resilience and confidence and to inculcate integrity



Commitments

We will:

- *Practise honesty and integrity in our approach to school life*
- *Show respect to ourselves, each other and our environment and be an upstander by responding if we witness disrespectful or unkind behaviour*
- *Show courage in our actions and contribute to the school's culture of gratitude*

Expectations

We will:

- Be inclusive, supportive and respectful towards all people in the school community, always considering the impact of our actions on others
- Reflect on and be prepared to admit our mistakes and move forward positively
- Consider who we are and be true to ourselves whilst being mindful of others
- Take opportunities to say thank you to those who help us in any way

Community and Social Responsibility

Aim 3: To foster a vibrant school community built on trust and respect and instil a sense of social responsibility



Commitments

We will:

- *Volunteer to help others, both inside and outside school, showing active commitment*

Expectations

We will:

- Support all year groups through kind and respectful behaviour
- Be accepting of others, whatever their circumstances
- Promote inclusivity by following the codes for uniform, dress and appearance

<p><i>to our culture of changemaking</i></p> <ul style="list-style-type: none"> • <i>Be proactive in sharing empathy, kindness and understanding in our work to support others in and beyond our community</i> • <i>Take responsibility for protecting our planet, raising awareness, engagement and action on the global climate imperative</i> 	<ul style="list-style-type: none"> • Demonstrate respect for other students' possessions and ask permission before borrowing items • Use our phones only in accordance with the Acceptable Use of IT Policy, and, in general, not before 4pm • Use our devices responsibly, including only taking photographs, videos and sending messages in accordance with the Acceptable Use of IT Policy • Ensure banned items are not brought into school: knives, weapons, tobacco, cigarette papers, alcohol, illegal drugs, vapes, paraphernalia relating to smoking, drugs or vaping, stolen items, fireworks, pornographic images, any article which could be used to commit an offence, or cause personal injury to, or damage to the property of <i>anyone</i> (including ourselves) • Refrain from bringing chewing gum into school • Eat only in the designated areas and refrain from bringing products containing nuts into school • Take advantage of our facilities and look after them • Check our school email account every morning and act on any instructions from staff • Be responsible for making sure staff always know where we are by signing in and out at Reception as required and informing staff in advance, if missing a lesson e.g. for an individual music lesson • Stay within the King's High School boundaries during the school day unless permission to go elsewhere on (or beyond) the Foundation campus has been granted • Act safely around the campus and move in an orderly manner, walking on the left in corridors where we can • Inform a member of staff if a visitor is seen onsite without a lanyard
<p>Wellbeing and Happiness</p>	

Aim 4: To provide a safe, stimulating and supportive school environment, where each student can feel inspired, challenged and valued



Commitments

We will:

- *Take opportunities to support and strengthen our own wellbeing and happiness, working to achieve a healthy balance in our lives*
- *Seek to bring joy and happiness to our school community and to the lives of others*
- *Promote lifelong healthy living and prioritise everybody's mental and physical health*

Expectations

We will:

- Be kind at all times and refrain from any form of harassment, violence, bullying and discrimination
- Maintain a pleasant environment by practising good manners e.g. greeting others
- Keep ourselves safe when not in lessons by following procedures for the start and end of the day, lunch and break and by always being in supervised areas
- Be responsible for making sure staff always know where we are by signing in and out at Reception as required and informing staff in advance, if missing a lesson
- Only engage in physical contact appropriate for the school environment which respects the boundaries and wishes of others
- Listen actively to members of staff and respond positively
- Look after our own wellbeing
- Aim for a healthy balance between our studies and our other interests and commitments

Opportunities and Futures

Aim 5: To provide a rich and stimulating school experience, where our students can explore and develop their interests, gifts and talents and discover new ones



Commitments

We will:

- Prepare for the world of tomorrow, embracing new technologies and be innovative and forward-thinking in our approach to our studies
- Develop our interests in careers and future pathways, taking opportunities to learn about and prepare for the workplace
- Embrace a breadth of opportunities to develop our knowledge, skills and character for life

Expectations

We will:

- Maximise our school attendance and participate fully and mindfully in all lessons, assemblies and activities
- Make the most of school opportunities by arriving promptly for registration at 8.40 and 2.05, for each lesson and for all activities
- Catch up on lessons which we miss for music, Lamda, sports fixtures or trips etc.
- Explore our interests by participating in a wide range of co-curricular activities such as clubs, academic societies, debates and talks.

6.1.3 An additional Sixth Form Centre Code of Conduct was drawn up by a joint Sixth Form Committee in 2019-2020 when King’s High and Warwick School moved to the shared Sixth Form Centre.

6.2 Sixth Form Centre Code of Conduct:

6.2.4 This Code of Conduct was devised by students from King’s High and Warwick School in the first year of sharing the Sixth Form space. It sets out the common values of the Foundation Schools, interpreted for the Sixth Form joint venture. This Code seeks to ensure that we each uphold these ideals, and find a common way of working together, so that all can aspire, achieve and enjoy, whilst seeking higher things.

6.2.5 Our Aims

- The shared Sixth Form Centre is a safe space for all, a respectful and purposeful place to work, learn and socialise.

- It is a professional space, which should be reflected in all our interactions.

6.2.6 To fulfil these Aims, we undertake the following actions:

- We look out for others, their wellbeing, happiness and safety
- We listen to each other with consideration and talk to each other politely and calmly, only speaking well of others, and treating all with kindness and compassion
- We use technology with care; we do not use or take images of any student without permission
- As the senior ambassadors for our schools:
 - we will be smart and presentable
 - we will be community-minded and work together
- We will take as good care of the physical building, its fixtures and fittings, as we do of each other.

6.2.7 A separate Staff Code of Conduct Policy details the expected behaviour of all members of staff.

6.3 ***Mobile phones and device***

- The following expectations are designed to maximise the safety of all members of the school community and the wider Foundation community, which includes very young children.

6.3.1 ***Key Stages 3 and 4***

- Phone use is not permitted on the Foundation site before the start of school, unless attending morning supervision in the dining room.
- Phones are turned off and placed in lockers as soon as students enter their classroom in the morning.
- If a student feels they need to use their phone during the school day, they should seek the permission of a member of staff and be supervised by that member of staff whilst using the phone. It should then be returned to the student's locker.
- Students must return to their lockers at 4pm to collect their phones which should not be switched on again **until they have vacated the building** or arrived at supervised After-School Care.

- If a student’s phone is in evidence during the school day before 4pm, without the permission of a member of staff, a teacher has the right to confiscate the phone and it is taken to Reception for collection at the end of the school day. A lunchtime detention is usually given. Repeated offences may result in further sanctions such as the phone being handed in on arrival at school each day for the rest of the term. Whilst reasonable steps will be taken to keep a confiscated phone safe, neither the teacher or the school is legally responsible for any loss or damage to the phone ([Education and Inspections Act 2006](#), Section 94). When confiscating a phone, consideration is given to whether the punishment is proportionate in all the circumstances, and whether there are any personal characteristics relevant to the student, including their age, special educational needs or disability affecting the imposition of the penalty. An exemption card may be carried by a student if such circumstances are already known.
- The school operates a BYOD policy. When not in lessons, devices should be stored safely in lockers.
- Devices and phones must not be recharged in school.
- Devices must not be used in any unsupervised spaces (including classrooms and the playground) outside of lesson time e.g. at break or lunchtime.
- Students seek the written permission (recorded in planners) of their Head of Year or Head of Key Stage if they wish to use their device in a supervised space (e.g. library) at break or lunchtime for work related reasons.
- The taking of photographs, videos and sound recordings in school is strictly forbidden and may be treated as serious misbehaviour
- The school does not accept responsibility for mobile phones or devices.

6.3.2 **Sixth Form**

- Sixth Form students may use their mobile phones in the Sixth Form Centre.
- Phones may not be used when walking around the Foundation campus before 4pm. This is important to safeguard Early Years students on the Foundation’s shared campus.
- Before 4pm, phones may **only** be used in the Sixth Form Centre. Phones may **not** be used in any other school or foundation building with the following exception:

- in the Library and Quiet Zone, phones *may* be used **for academic purposes only**, during private study periods but must not be used in these spaces at lunchtime or break. Use should be discreet.
- Devices may be used in the Sixth Form Centre, Library and Quiet Zone **for academic purposes only** during private study periods, break and lunchtime.
- Phones may be confiscated, if guidance for use is not followed, subject to the same considerations given above to students in KS3 and 4.
- Devices and phones must not be recharged in school.
- The taking of photographs, videos and sound recordings in school is strictly forbidden and may be treated as serious misbehaviour
- The school does not accept responsibility for mobile phones or devices.

6.3.3 The Acceptable Use of ICT Policy gives further details about the use of phones and devices including Smart watches and any other devices which can access the internet and is included in Student Planners for ease of access.

7.0 Responding to behaviour

7.1 *Classroom management*

7.1.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school to support the rights of all members of the class. Positive behaviour is inextricably linked with effective teaching and learning which can only take place in a well-ordered environment. Teachers are asked to establish clear and accepted routines to support teaching and learning.

7.1.2 To unlock our students' potential, teachers:

- develop a positive relationship with students, which may include:
 - greeting students in the morning/at the start of lessons;
 - establishing clear routines;
 - highlighting and promoting good behaviour;
 - concluding the day positively and starting the next day afresh;
 - having a plan for dealing with low-level disruption;
 - using positive reinforcement.

- prepare focussed, structured lessons with learning objectives that are clear and relate to prior learning;
- actively engage students of all ages in their learning;
- develop learning skills systematically so that learning becomes increasingly independent;
- use assessment for learning to reflect on what is known and to set targets for the future
- have high expectations for effort and achievement;
- motivate students with well-paced teaching and a variety of activities matched to varying learning styles;
- create an environment that promotes learning in a settled and purposeful atmosphere;
- regularly evaluate the effectiveness of teaching styles and methods.

7.2 ***Safeguarding***

7.2.1 The school recognises that changes in behaviour may be an indicator that a student requires help or protection. Staff will consider whether misbehaviour may be linked to a student suffering, or being likely to suffer, significant harm. Where this may be the case, the Foundation Child Protection and Safeguarding Policy will be followed and consideration given to whether pastoral support, an Early Help intervention or a referral to children’s social care is appropriate.

7.2.2 Please refer to the Foundation Child Protection and Safeguarding Policy for more information.

7.3 ***Responding to good behaviour***

7.3.1 Students should always be encouraged to find satisfaction in conducting themselves well for its own sake. They do, however, respond well to a variety of rewards so when a student’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise this with positive recognition.

7.3.2 Positive reinforcements and rewards will be applied clearly and equitably to reinforce the routines, expectations and norms of the school’s behaviour culture. The rewards system is clearly outlined to all parents, students and staff in order to support good behaviour. Rewards are listed on the student’s portal page and parents have immediate daily access (real-time reporting) to this information.

7.3.3 Rewards provide an opportunity for all staff to reinforce the school's culture and ethos and may include:

- verbal praise, encouragement and feedback;
- written praise, encouragement and feedback on work and in reports;
- rewards entered onto a student's portal page;
- departmental commendations, postcards and emails home for exceptional work
- formal prizes and awards;
- public congratulations in assembly;
- congratulations meetings with Heads of Key Stage, Heads of Year or members of the Senior Leadership Team;
- Head's meetings for achievement recognition
- Head's Commendations;
- name on Roll of Honour noticeboard.

7.4 ***Responding to unwanted behaviour***

7.4.1 All students should have the opportunity to learn in a calm, safe and supportive environment where they feel valued and respected. To ensure this can happen, all students have a responsibility to follow routines and meet other behavioural expectations in lessons, activities, trips, between lessons, during breaks and whenever they are on the Foundation campus.

7.4.2 Following routines is important for learning to be maximised and for the community to thrive. Students are required to follow established routines because not doing so can impact negatively on other members of the school community.

7.4.3 It is recognised that the habit of following routines and meeting other behavioural expectations may take longer for some students than others including, for example, those with SEND, and reasonable adjustments will be considered in such cases.

7.4.4 When unwanted behaviour occurs, staff will respond, in order to restore a calm and safe learning environment, and to prevent recurrence of the behaviour. All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. The focus is on students taking responsibility for their actions rather than on 'blame'. They are asked to:

- take responsibility for their behaviour and its impact upon themselves and others;
- learn from their behavioural mistakes;
- restore relationships with students or staff if these have been damaged as a result of their behaviour.

7.4.5 Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of what is expected, and by responding in a consistent, equitable and proportionate manner, so students know with certainty that poor behaviour will be addressed.

7.4.6 Staff will give a clear explanation of what was wrong and what is positively required in the future.

7.4.7 Staff will always consider what a student might be trying to communicate by any poor behaviour and what support could be offered to a student to help them to meet behaviour standards in the future. They will endeavour to understand the feelings associated with the unwanted behaviour and support the student with these.

7.4.8 Each incident of poor behaviour is different, but the following steps and associated choice of actions are examples of those which will be taken, where practical and appropriate, to support students in following routines and meeting expectations. They are most likely to be used the first time low-level issues occur and by subject or form staff who have regular contact with the student. It is not always practical to complete each step in every situation and for repeated incidents.

STEP 1: Raising awareness

Awareness of the need to follow school routines and meet other behavioural expectations may be communicated to students, individually or collectively, in form time, lessons or assemblies or by email.

Request outlining:

- the behaviour to adopt (Please could you...)
- the stepped approach and consequences of the unwanted behaviour continuing. (We follow the stepped approach which gives you time to put this right before...)

Further prompts may be given to individuals or collectively, when necessary.

Temporary removal of any item causing a distraction e.g. device, phone, chewing gum (put in bin) or not in line with the Uniform and Appearance Code (e.g. jewellery) may occur during Step 1 and immediate adjustments to appearance may also be requested.

STEP 2: Internal action e.g.

- **Conversation/communication** e.g. at end of lesson, 4pm or via email: discussion about the behaviour to adopt and the stepped approach meaning that the student can put this right or the next step is that parental support will be sought via a notification home (Note Home or Reminder - Routines)
- Movement of student to a different seat
- Student asked to attend an informal work catch up or a subject workshop with their teacher at break or lunchtime
- Brief opportunity given to regulate behaviour e.g. in the corridor, with teacher accompanying to door
- Strategies to establish the habit of following routines discussed with Form Tutor or other member of pastoral staff and recorded in student planner
- Informal check-ins arranged to assess progress

STEP 3: Parental Support

A '**Reminder (Routines)**' or a '**Note Home**' for other behavioural expectations is sent to enlist parental help in establishing a routine or addressing poor behaviour and to make a formal record of the issue. Multiple notifications may be sent and the parent will receive this message:

This is an automated notification to inform you that NAME OF STUDENT has been awarded a NOTE HOME or REMINDER (ROUTINES) in SUBJECT by STAFF MEMBER. The reason given for this is: OPTIONAL COMMENT FROM STAFF MEMBER.

By drawing attention to an issue at an early stage, it is hoped that parents, alongside school staff, can help students to resolve issues and reduce the likelihood of a formal sanction, such as a detention, becoming necessary.

Categories for a 'Reminder (Routines)' include:

- Homework
- Use of planner
- Device
- Organisation
- Registration punctuality
- Individual session attendance e.g. music, Lamda, counselling
- Communication e.g. to be excused from a lesson
- Other

Categories for a 'Note Home' include:

- Behaviour
- Respect
- Acceptable Use of IT Policy
- Punctuality to lessons
- Uniform and dress code (various)
- Other

STEP 4: Escalation

At this stage, Heads of Year and/or the Head of Key Stage will be consulted about further action.

A record of the action taken will be kept.

e.g.

- **Target Record** may be used for one or two weeks, after which progress is reviewed. Staff are asked to comment on whether the target is being met and the Head of Year or Key Stage meet the student on a regular basis, for example every break time, to help them reflect on progress. Parents and the student are asked to add comments to the Target Record about progress.
- **Formal regular check-in** arranged with a senior member of staff to monitor and discuss progress e.g. for uniform issues, lateness
- **Formal parent meeting** to ascertain whether any additional support can be offered
- **Discussion** with Head of Learning Support or other members of staff with more specialist knowledge may be organised if further support for the student is necessary
- **Wellbeing Referral** may be made so support from specialist staff, such as counsellors can be considered.
- **Formal sanctions** such as restorative action, a detention or removal from a class or may be considered (See Section 8). Formal sanctions are also used for more serious issues where a stepped approach is not appropriate.

7.5 ***Reasonable force***

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

- causing disorder;
- hurting themselves or others;
- damaging property;
- committing an offence.

7.5.2 Incidents of reasonable force must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;

- be recorded and reported to parents.

7.5.3 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. Full details are given in the school's separate Policy on the Use of Force to Control or Restrain Pupils.

7.6 ***Searching, screening and confiscation***

7.6.1 Mobile phones, when guidance is not followed (see Section 6.3) and jewellery (beyond what is in the Uniform/Dress and Appearance Codes) may be temporarily confiscated as may any other items which are deemed detrimental to school discipline. These items will be returned to students usually at the end of the school day. Students will be asked to immediately dispose of chewing gum. Any item which is harmful or detrimental to school discipline including named banned items (vapes and paraphernalia relating to smoking, drugs or vaping) will be confiscated and only returned to a parent, not the student.

7.6.2 Any prohibited items (see Section 3) found in a student's possession will be confiscated and these items will not be returned to the student.

7.6.3 Searching and screening students is conducted in line with the DfE's [Guidance on searching, screening and confiscation 2022](#) and details are given in the school's separate Searching, Screening and Confiscation Policy.

7.7 ***Off-site misbehaviour***

7.7.1 Subject to the Behaviour Policy, teachers may discipline students for:

- misbehaviour when the student is:
 - taking part in any school-organised or school-related activity;
 - travelling to or from school;
 - wearing school uniform;
 - in some other way identifiable as a student at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school;
 - poses a threat to another student or member of the public;
 - could adversely affect the reputation of the school.

7.7.2 Sanctions will be imposed for the above only 'to such an extent as is reasonable' and these sanctions can only occur on school premises or elsewhere when the student is under the lawful control of the member of staff.

7.8 ***Online misbehaviour***

7.8.1 The school can issue behaviour sanctions to students for online misbehaviour when:

- it poses a threat or causes harm to another student and violates their rights;
- it could have repercussions for the orderly running of the school;
- it adversely affects the reputation of the school;
- the student is identifiable as a member of the school.

7.8.2 Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member. However they can be applied to online misbehaviour occurring outside school.

7.9 ***Suspected criminal behaviour***

7.9.1 If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

7.9.2 When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

7.9.3 If a decision is made to report the matter to the police, the Head or another member of the SLT will make the report.

7.9.4 The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

7.9.5 If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 ***Zero-tolerance approach to sexual harassment and sexual violence***

7.10.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

7.10.2 Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

7.10.3 The school's response will be:

- proportionate;
- considered;
- supportive;
- decided on a case-by-case basis.

7.10.4 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally;
 - refer to Early Help;
 - refer to Children's Social Care;
 - report to the police.

7.10.5 Please refer to the Foundation Child Protection and Safeguarding Policy for more information.

7.11 *Unsubstantiated, unfounded, false or malicious allegations*

7.11.1 All members of the school community, students and staff are expected to behave accordingly to their code of conduct and sanctions and disciplinary action will be taken as is reasonable and appropriate to the wrongdoing. This may involve liaising with parents and other agencies and also, for example, disciplinary action against any student who is found to have made malicious accusations against staff.

7.11.2 The Head will also consider the pastoral needs of staff accused of misconduct.

7.11.3 Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy. Any impact of the allegation on the accused member of staff and or the relationships necessary for the student's education and care/staff member's employment, can be taken into account in determining an appropriate outcome. Where the breakdown in relationship between the student and school is irretrievable, the student may be asked to leave.

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

7.11.5 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the relevant Head/DSL should consider whether the student and/or person who has made the allegation is in need of help. They will be mindful of the possibility that the allegation of abuse was a cry for help, masking abuse that is actually occurring within the student's own family and/or community or an act of displacement. A student who has been the centre of these allegations may need professional help. In such circumstances the school will liaise closely with Children's Social Care or other relevant agencies to explore what support can be established for the student.

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

7.11.7 Please refer to the Foundation Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

8.0 Formal Actions and Sanctions

Where behaviour is at a level at which formal actions and sanctions are being considered, the extent to which the behaviour has impeded others' right to teach/learn, be treated respectfully and/or to be safe will be taken into account, alongside any extenuating factors. The subsequent response will be proportionate, focus upon repairing any damaged relationships and provided an opportunity for the pupil to reflect upon and learn from the behavioural incident.

When any of the following formal actions and sanctions are used, full written notes are added to the student's record, communications take place with parents and the incident is logged, with a note of any protected characteristics, to allow for analysis. This allows patterns of unwanted behaviour to be identified and acted upon and equity to be monitored. Parents may be informed of incidents of unwanted behaviour via the student's portal page (real-time reporting), via detention notices or via email, a telephone call or meeting.

8.1 *Restorative Action*

8.1.1 In addressing behavioural issues, a formal restorative conversation between the student and one or more members of staff may be arranged, covering questions such as:

- What happened?
- What were you thinking and feeling at the time?
- What are you thinking and feeling now?

- How did it make other people feel?
- Who did it affect?
- How have they been affected?
- What can be done to put things right?
- How can we do things differently in future?

8.1.2 As a result of this conversation the student (in conjunction with the member of staff) may decide it is appropriate to:

- genuinely apologise;
- complete some academic work;
- complete some research or reading on a pastoral issue;
- complete tasks to help the school community e.g. speaking to peers about avoiding the issue (particularly for older students), litter picking, sorting lost property, tidying a classroom.

8.2 ***Detention***

8.2.1 A detention may be deemed necessary in cases where simple and well-understood school expectations are not being met (such as issues with uniform or phones) or for more serious matters. The detention is first and foremost an opportunity for the student to reflect on their behaviour, what happened, how it impacted on the rights of others, and their responsibility to improve the situation next time. Restorative conversations may be held as part of the detention, and where possible will involve the teacher who has raised an issue.

8.2.2 Students can be issued with detentions during break, lunchbreak, or, after school during term time. They may also be called on non-teaching days (such as INSET days). Before any detention is issued, a discussion is held with a student to let them know when they are to attend a detention, its purpose and the reasons why a detention has been issued. Parents are consulted over the timing of detentions which take place after school. Detentions will usually take priority over any other commitments to clubs, societies or sporting fixtures but when imposing a detention, the school will consider whether doing so would:

- compromise the student's safety;
- conflict with a medical appointment;
- prevent the student from getting home safely;

- interrupt the student’s caring responsibilities.

8.2.3 Students should be encouraged to make a note in their planners of when the detention is scheduled to take place. Detentions are recorded on iSAMS, which notifies parents, the Form Tutor and Head of Year and Head of Key Stage that a detention has been issued. It is good practice to have made contact with parents before entering onto iSAMS, any detention which takes place after school.

8.2.4 The following detentions may be used:

Type	Examples of issues
<p>Lunchtime Detention – ½ hour</p> <p>A series of Lunchtime Detentions may be given</p> <p>Can be issued by: Any member of staff</p>	<ul style="list-style-type: none"> • Low-level poor behaviour • Poor attitude • Dishonesty • Persistent failure to follow school routines • Phone seen when should be in locker (every occasion) • Uniform code – rolled/ hitched skirt or microskirt (every occasion), persistent issues with incorrect uniform • Appearance code - persistent issues with make-up, jewellery etc. • Chewing gum • Homework not handed in on time (after Reminder (Routines) has been issued) • Lateness to registration (if more than 3 times in any half term without good reason) • Lateness to lessons (if more than 3 times in any half term without good reason)
<p>After-School Detention – up to 1 hour</p> <p>A series of After-School Detentions may be given</p> <p>Can be issued by: Heads of Year, Heads of Key Stage or the Senior Leadership Team</p>	<ul style="list-style-type: none"> • Failure to complete ½ hour lunchtime detention • Several lunchtime detentions already issued, suggesting a pattern of low-level poor behaviour and/or a failure to follow school routines e.g. regarding uniform, homework, mobile phones • Missing a lesson, assembly or activity • Moderately serious poor behaviour incident e.g. unkind, thoughtless or disrespectful behaviour towards others.
<p>Friday Detention – ½ hour lunchtime and 1 ¾ hours after school</p>	<ul style="list-style-type: none"> • More serious misbehaviour (see Section 3) which warrants more than a mid-week detention but, nevertheless, does

Friday Detention may be given in conjunction with mid-week detentions

not call for suspension. May follow a disciplinary meeting with the Head

- Several after school detentions and repeated breaches of the Code of Conduct regarding following routines and meeting exemplary behavioural expectations

Can be issued by: Deputy Heads
/ Head

8.2.5 Detention tasks may include:

- completing a reflection sheet
- restorative discussion with a member of staff about the unwanted behaviour
- preparing a genuine written apology, if agreed in prior discussion
- academic work
- research or reading related to a pastoral issue e.g. vaping, discrimination
- school community tasks – e.g. supporting younger students, sorting lost property, litter picking, helping administrative staff, tidying a classroom or cupboard

8.3 **Removal from classrooms**

8.3.1 In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

8.3.2 Students who have been removed will continue to receive meaningful education under the supervision of a member of staff but it may differ from the mainstream curriculum.

8.3.3 Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once de-escalation strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

8.3.4 Removal can be used to:

- restore order if the student is being unreasonably disruptive;
- maintain the safety of all students;
- allow the disruptive student to continue their learning in a managed environment;
- allow the disruptive student to regain calm in a safe space.

- 8.3.5 It may be sufficient to organise for the student who is being removed to work with the Head of Department or to sit in a different class to complete their work. Alternatively, staff may ask, via the Front Office, for assistance from a member of SLT if a student is to be removed from a lesson. The Front Office can be informed of the need for removal by email, sending another student or enlisting the help of another member of staff. Arrangements will be made for the student to be met (preferably by a member of SLT or a HOY/HofKS) and taken to a quiet space. The student will be encouraged to discuss the cause of the behaviour and the member of staff will aim to de-escalate the situation, with a view to the student returning to their learning as soon as possible.
- 8.3.6 Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.
- 8.3.7 Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head.
- 8.3.8 Parents will be informed on the same day that their child is removed from the classroom.
- 8.3.9 The relevant Head of Year/ Key Stage and the Senior Deputy Head and Head should always be informed if a student has been removed from a lesson either within a department or with involvement of a member of SLT.
- 8.3.10 The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:
- regular meetings with a mentor or other member of pastoral staff;
 - short term report/target record
 - long term behaviour plans.

8.4 *Suspension and permanent exclusions*

- 8.3.11 The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
- 8.3.12 Where suspension or permanent exclusion is being considered, the Head will ask the student and their parent(s) to attend a disciplinary meeting with himself and another senior member of staff. The findings of the investigation into the unwanted behaviour will be discussed and the reasons for the behaviour will be explored. The Head will listen to the views of the student and the parent(s) and take into consideration extenuating circumstances when deciding on whether it is appropriate to impose a sanction and the level of any sanction.

- 8.3.13 During a suspension, students may be asked to complete tasks similar to those set for detentions. They are expected to complete all work set to a satisfactory standard and be ready to show and discuss it with a senior member of staff at the reintegration to school meeting. Parents may choose whether or not they attend the reintegration meeting with their child.
- 8.3.14 A student is suspended from the school community and must not join lessons remotely or partake in co-curricular activities. If an internal suspension is granted by the Head, the student will be supervised away from the rest of the school community throughout the day, including at break and lunch times.
- 8.3.15 The decision to suspend or exclude will be made by the Head and only as a last resort.
- 8.3.16 Please refer to the Foundation Expulsion, Removal and Review Policy for more information.

9.0 Responding to misbehaviour from students with SEND

9.1 *Recognising the impact of SEND on behaviour*

- 9.1.1 The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).
- 9.1.2 When incidents of misbehaviour arise, they will be considered in relation to a student's SEND, although not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- 9.1.3 When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
 - Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
 - If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- 9.1.4 As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

9.1.5 Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

9.1.6 The school tries to anticipate and remove the triggers to misbehaviour from SEND students by:

- Using pastoral passes to enable planned movement breaks for a student with SEND who finds it difficult to sit still for long;
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism;
- Use of the designated Quiet Zone where students can regulate their emotions during a moment of sensory overload.

9.2 ***Adapting sanctions for students with SEND***

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

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND.

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

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

9.3 ***Considering whether a student displaying challenging behaviour may have unidentified SEND***

9.3.1 The school's Head of Learning Support (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

9.3.2 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

9.4 *Students with an education, health and care (EHC) plan*

9.4.1 The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10.0 Supporting students following a sanction

10.1 Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

10.2 These may include:

- Wellbeing Referral to consider options for pastoral and/or mental health support
- regular meetings with pastoral staff
- use of reward/target cards to encourage and reinforce positive behaviour - see Section 7.4
- drawing up an Academic Action Plan to support learning
- invitation to parents and students to attend a reintegration meeting with a member of the pastoral team following a suspension. (A student will not be prevented from reintegrating if the meeting is not attended.)

11.0 Student transition

11.1 The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

11.2 To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

11.3 It is understood that transition between primary and senior school, as well as between Key Stage 3, 4 and 5, can prove difficult, as students adjust to meet new expectations. Teachers and Form Tutors are asked to be particularly mindful that immature behaviour may occur naturally at such times and that therefore, a degree of leniency in the application of sanctions may be appropriate. Dedicated Year 7 Form Tutors are experienced in managing the transition year and understand the behavioural challenges that sometimes arise. In addition, students from other schools joining late, may have difficulty assimilating the culture of the school and may appear disrespectful. In such cases, staff are expected to employ tact while also making the expectations clear.

12.0 Training

12.1 As part of their induction process, staff are provided with regular training on managing behaviour, including training on protective behaviours, the impact of trauma on student behaviour and how SEND and mental health needs impact behaviour.

12.2 Behaviour management forms part of continuing professional development. The Director of Studies keeps a log of annual training and will discuss the possibility of bespoke training for any member of staff who feels this would be beneficial.

13.0 Monitoring arrangements

13.1 *Monitoring and evaluating school behaviour*

13.1.1 The school collects data on the following:

- behavioural incidents, including removal from the classroom
- attendance, permanent exclusion and suspension
- incidents of searching, screening and confiscation
- anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

13.1.2 The data will be analysed termly by the Head from a variety of perspectives such as:

- by age group;
- at the level of individual members of staff;
- by time of day/week/term;
- by protected characteristic.

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

13.2 *Monitoring this policy*

13.2.1 This Behaviour Policy will be reviewed by the Head and Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14.0 Links with other policies and codes

14.1 This Behaviour Policy is linked to the following policies and codes

- Expulsion, Removal and Review Policy
- Foundation Child Protection and Safeguarding Policy
- Use of Force to Control or Restrain Students policy
- Searching and Confiscation Policy
- Anti-Bullying Policy
- Acceptable Use of ICT Policy
- Uniform and Appearance Code

[Optional sign off]

Signed:	Date: September 2023
	Name: S Watson, Senior Deputy Head and Deputy Head, Pastoral