



Katherine
Warrington
School

Behaviour and Conduct Policy

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Member of staff responsible for policy	Deputy Headteacher		

1. Introduction

This policy is a working document and may change throughout the school year. The behaviour system at Katherine Warrington School is based on **respect, readiness** and **responsibility**. All adults in the KWS community will establish a culture of calm, kind and consistent behaviour management and strive to demonstrate certainty about their expectations at all times. Any follow up to poor behaviour will address the student's behaviour, not the student themselves. All members of the KWS community should remember that a chaotic response by one adult or a variety of adults to the same poor behaviour simply breeds more chaotic behaviour.

The school believes that in order to enable effective teaching and learning to take place, excellent behaviour in all aspects of school life is necessary. It seeks to create a safe, caring learning environment in the school by:

- ☒ promoting excellent behaviour through calm and consistent adult behaviour, relentless routines, giving first attention to best behaviour, scripting difficult interventions and restorative follow-up;
- ☒ promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ☒ ensuring fairness of treatment for all;
- ☒ encouraging consistency of response to both positive and negative behaviour;
- ☒ promoting early intervention;
- ☒ providing a safe environment free from disruption, violence, bullying and any form of harassment;
- ☒ encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures;

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

The headteacher is responsible for reviewing and approving this behaviour policy, giving due consideration to the school's statement of behaviour principles as written by the Trust Board (appendix 1).

The headteacher will ensure 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 consequences are applied consistently.

In the formulation of this policy due regard was given to relevant guidance from the Department for Education and Hertfordshire County Council. A list of the guidance documents can be found in appendix 2.

2. Our Values (3 Rs)

The school utilises Induction, Form time, Assemblies, its PSHE curriculum and all lessons to teach our values leading to a culture that promotes excellent behaviours.

A learner at Katherine Warrington School will be **respectful** to all members of the school community and the environment, always **ready** to learn and **responsible** in all their endeavours.

Respect

- We consistently show **courtesy, good manners** and **tolerance** to all members of our **community**. We respect and value **diversity**.
- We **respect** and value the **environment** and the **resources** and **facilities** in and around school that enable us to learn effectively.
- We recognise that **respect** requires both **truthfulness** and **empathy**. We deal with one another in an **open** and **honest** way. We encourage **constructive criticism**.
- We promote a culture of **helpfulness** and **selflessness** that permeates all school **relationships**.
- We recognise performance and contributions that are consistent with our values. We **lead by example**.
- We **respect** the capacity and desire for **personal growth** in all members of our school community. We treat people with **consideration** and value ideas, suggestions and questions.

Readiness

- We expect learners to be absolutely '**ready**' to learn. We value the **effort** of students in their learning and expect high levels of **engagement** at all times.
- We expect students to arrive at school and lessons **punctually** and **well-rested**, in **excellent school uniform** and **fully equipped** to learn.
- Being **fully equipped** for lessons means: bringing all **books, kit** and **stationery** needed for each particular subject and having **home learning completed** on time.
- We expect students to **organise** their time and resources carefully to ensure they are always **ready to listen** and **ready to learn**.
- We actively promote and encourage a **growth mindset** for learning, both in and out of lessons, demonstrated by **enthusiasm, perseverance** and **resilience**.

Responsibility

- We take responsibility for **making progress** in our learning and ensure that **home learning** activities are **completed** to the best of our ability.
- We are **mindful** of the need to feel **safe** at school and aware that threats to this safety can have serious consequences for **learning** and **wellbeing**.
- We will **care** for ourselves and each other and endeavour to feel **comfortable** to **share concerns** with other members of our **community**.
- We will establish a culture of **clear expectations** and **rules** which will be regularly referred to and reinforced.
- We are all responsible for our own actions and staff and students are expected to **manage** potential conflicts in a **measured** and **tolerant** manner.

3. Key Behaviour Principles

Definitions of behaviour;

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes
Non-completion of classwork or homework
Poor attitude
Incorrect uniform
Not taking action to be prepared for school

Serious misbehaviour is defined as:

Repeated breaches of the school rules
Any form of bullying
Vandalism
Theft
Fighting
Smoking
Racist, sexist, homophobic or discriminatory behaviour
Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, nicotine-based products e.g vapes
- 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)

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Bullying

Following recommendations from Hertfordshire County Council, bullying is defined as behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress.
2. There is an imbalance of power between the bully and target
3. The behaviour is repeated.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy on our website [KWS Anti-Bullying-Strategy](#)

Our Anti Bullying policy [KWS - Anti-Bullying-Policy](#)

Protected Characteristic Incidents

Where there is evidence that a student has discriminated against another student due to a protected characteristic (including verbal abuse), the starting sanction will be a C4 detention. The sanction may increase in seriousness if this is a repeated or particularly serious incident.

Bystanders - We have a no bystander policy regarding discrimination against protected characteristics. If we have reason to believe that a student is intentionally withholding information about a protected characteristic incident (specifically about who may have instigated or committed the offence), they may also receive a C4 detention as a starting sanction.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed above).

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. This includes the senior leadership team and Heads of Key Stages.

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

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

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other students or staff at risk
Consider whether the search would pose a safeguarding risk to the student
Explain to the student why they are being searched
Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
Explain how and where the search will be carried out
Give the student the opportunity to ask questions
Seek the student's co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the student is refusing to comply.

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

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

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

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes; hats, scarves, gloves, shoes, boots.

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

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

Informing parents

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil

- Not be a police officer or otherwise associated with the police

- Not be the headteacher

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Support after a search

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

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

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it. The DSL will consider if an early help intervention or a referral to children's social care is appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate

- Considered

- Supportive

- Decided on a case-by-case basis

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

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- o Manage the incident internally
- o Refer to early help
- o Refer to children's social care
- o Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

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

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.

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

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

Physical restraint






In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property


Incidents of physical restraint 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

Behaviour expectations at KWS will be:

<p>Clear</p> 	<p>Students will be directly made aware of our unambiguous expectations from the start of their time at KWS and reminded frequently of them via assemblies and within lessons. Each year the school will publicise its behaviour policy to staff, students and parents</p>
<p>Consistent</p> 	<p>Where appropriate standard routines and procedures will be used by all staff to simplify the basic expectations for students. Staff will be fair and unbiased in how they recognise and apply consequences to positive and negative student behaviour.</p>
<p>Visible</p> 	<p>The three key behaviour values (Respectful, Ready and Responsible) will be shared with all members of the KWS community; both permanent members and those visiting, and enacted/ upheld on a daily basis. Displays will be in place to remind all of these key rules.</p>
<p>The Responsibility of all to uphold</p> 	<p>Students will not be blameful of others for their actions and all staff will be observant and ready to respond to both positive and negative behaviours.</p>
<p>Recognition driven</p> 	<p>Intrinsic praise will be offered generously for outstanding behaviour, effort, progress and work that is 'above and beyond'. Recognitions will be logged on Classcharts, the schools data management system.</p>

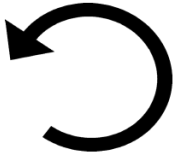


Incidents of both positive and negative behaviour will be:

<p>Dealt with separately</p> 	<p>Once a Consequence has been issued, there will be no 'working it off' or reducing the sanction with good behaviour. We aim to catch students getting it right even for those students whose behaviour we find most challenging. Every action will be dealt with separately.</p>
<p>Recorded and Monitored</p>	<p>All incidents of positive and negative behaviour (above or below the high expectations for all students) will be recorded by all staff (on</p>



Classcharts) and **monitored** by those with responsibility for behaviour (i.e. Tutors, Heads of Year & Key Stage, Senior Leaders with responsibility for behaviour).

Approaches for dealing with negative behaviour will be:

<p>Restorative</p> 	<p>Restorative in nature and will emphasise the need to discuss the impact of the behaviour on the learning and feelings of the individual and other class members or to restore positive relationships. Such discussions will also support the student in being able to make better choices in the future.</p>
<p>Inclusive</p> 	<p>Students will be supported and cared for so as to minimise the need to extract them from lessons. Suspensions/Exclusions are used rarely and only when other behaviour management strategies have not been successful in preventing the poor behaviour.</p>
<p>Timely</p> 	<p>The delay between an incident and a restorative discussion will be minimised (same day if possible) and the quality and structure of the discussion will be prioritised over the duration of the sanction.</p>

Continuing professional development for all staff is embedded practice and where there is a perceived need for further staff training, to assist in achieving the aims of the policy, such training will be considered within the limits of available resources.

As required by Section 91 of the Education and Inspections Act 2006, in applying the provisions of this policy, staff will take the needs and circumstances of individual students into account including the child's age, any SEN or disability they may have and any religious requirements affecting them

4. Student Responsibilities

I. Student Code of Conduct

KWS requires both student and parent support in order to ensure a calm, orderly, safe and clean environment is maintained, all of which are integral for learning to take place. The KWS Student Code of Conduct is established to provide an appropriate standard for expected behaviour. It reflects what we require of all students and their responsibilities as members of the KWS community. For these reasons it is vital that both students and parents carefully read this policy along with the Student Code of Conduct (Appendix 3) and the Home School Agreement (Appendix 4). The Home School Agreement should be signed by both parent and student.

The school has powers under Section 90 of the Education and Inspections Act 2006 to discipline students for misbehaviour outside of the school premises "to such an extent as is reasonable". The school may apply the behaviour policy and can discipline and set sanctions for students for incidents that are outside the school where they adversely affect the maintenance of good order and discipline within the school or bring the school into disrepute

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 or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

Online misbehaviour

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

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

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

II. Student Uniform

At KWS we believe that uniform helps our students to develop a sense of pride, community and self-esteem. When wearing School uniform, students are representatives of KWS and must be aware that they carry responsibility for the school's reputation. Students must wear full School uniform when travelling to School, whilst in School, when travelling home from School, when on the majority of School outings, at School activities and at Parents' Evenings.

Students not compliant with the uniform policy will be sent to the Pastoral Office to explain why and may be sent home to change, unless they have a signed letter from home explaining the exceptional circumstances. Where the correct clothing or footwear is not worn students will be required to wear the correct uniform on loan from the school for that day e.g. school plimsolls.

Where non-uniform items (earrings, coats, hoodies, etc) are worn, they may be confiscated and consequences applied (see confiscation procedures appendix 8).

Coloured socks and/or tights are not permitted. Socks must be plain in colour (white, grey or black).

Not being in full School uniform is also deemed as a breach of the Student Code of Conduct. For the full KWS Uniform policy see [kwschool-Uniform-Policy](#)

Clarification for non-uniform items:

- All of our students have the right to wear their hair in a manner that is natural and culturally significant to them.
- Head coverings for religious or cultural reasons are welcomed (we ask that these match our school colours of purple or black)
- Hairstyles that pose a safety hazard or are disruptive to the learning environment are prohibited.
- Hair must be of natural colour only, and not dyed multiple colours (highlights, streaks etc. are allowed).
- Hairstyles consisting of shaved patterns and/ or shaved eyebrows are not allowed.
- Plain, functional and safe hair accessories are allowed: senior staff can give guidance. Changes in hair fashions may require staff to apply their judgement to ensure appearances are acceptable and reasonable to the school.
- The only jewellery permitted at school is a **non-smart** wrist watch and a single pair of plain gold or silver small, stud earrings worn at the bottom of the ear lobes.*
- Jewellery which is not permitted in our uniform guidelines will be confiscated (see confiscation procedures appendix 8 of the behaviour and conduct policy) and passed on to the school reception in a named envelope.
- At KWS we aim to be inclusive of all religions and faiths, but must be consistent in terms of what articles of faith are acceptable in school. Any item of jewellery that is directly related to a religious ceremony or tradition can be worn by pupils. However, if it is being worn simply as an expression of faith or as a fashion status, it must be removed in line with KWS uniform policy.
- Students wearing 'obvious' make-up, fake eyelashes or nail polish/gel nails will be required to remove it, school retains stocks of nail polish and make-up remover. Please note that any refusal to remove any article, e.g.: acrylic nails may result in further sanctions.
- On days when students have a PE lesson, club or P7 body activity they may come to school in the appropriate school PE uniform.

- Leisurewear or sporting wear is not permitted (No logos, body warmers or casual clothing.)
- Any belts must be black in colour, with a small buckle that does not have a logo on.

* Parents and carers are recommended to use the first week of the summer holidays if they are supporting their child to have additional piercings. This provides a full six weeks, the recommended time to allow piercings to heal. Having additional piercings during the school calendar will require the piercings to be removed each day for school. Tape or clear piercings will not be permitted to support the healing of piercings.

5. Student Recognitions

Katherine Warrington School has an ethos of encouragement and praise: central to the promotion of good behaviour. We use a system of 'Recognition' to achieve this culture, where intrinsic praise is valued more than extrinsic rewards. Acknowledgement of students receiving 'Recognitions' may be done through the logging of points on 'Classcharts', display materials, assemblies, recognition boards, postcards home and a variety of other means.

Recognition

Recognition is the term given to the response from a staff member for any behaviour, action or work demonstrated by a student that warrants being acknowledged and logged in some way.

Recognitions can be awarded in lessons, around school or for endeavours related to school that are completed outside of school (e.g. outstanding homework or project work). They are likely to link to at least one of our behaviour values: Respectful, Ready and Responsible or one of our whole school values: Knowledge, Wellbeing and Success.

Examples of when students may be awarded Recognitions in lessons:

- ***'Above and beyond' effort***
- ***Outstanding contribution***
- ***Excellent Progress***
- ***Commitment to succeed***
- ***Commitment to being ready to learn***
- ***Supporting each other***
- ***Outstanding attitude to learning***
- ***Outstanding conduct***

Examples of when students may be awarded Recognitions outside of lessons:

- ***Excellent home learning***
- ***Excellent wider learning project***
- ***Commitment to the school community (e.g. organising/supporting a school event)***
- ***'Above and beyond' support to other members of the community***

Our recognition system is fully outlined in appendix 5. All Recognitions are logged on Classcharts and will count as House points in the house competition, as well as the same number of points adding onto the individual student's Recognitions point total.

Recognition of positive behaviours and conduct may also be provided by:

- Clearly directed verbal praise
- Positive phone calls home
- Recognition notes
- Postcards
- Referrals onto Subject Leaders/ Heads of Year
- Mentions/ certificates in celebration assemblies

The above forms of recognition are supplementary to the Recognition point logged on Classcharts and there is no set 'minimum requirement' for any of these options to be used as an extra recognition. They are used at the discretion of the member of staff and are likely to be for 'extra special' effort, contributions and behaviour. Recognitions will be given for their intrinsic value rather than being linked to extrinsic gifts or prizes.

6. Student Warnings, Consequences and Sanctions

Our consequences system (see appendix 6) is designed to enable us to teach good behaviour. It acknowledges that students will 'get it wrong' from time to time, and may need support and opportunities to 'get it right', rather than receive instant sanction (although the latter will be necessary in some situations). In the classroom the Warning/Consequence progression underpins this idea: students are reminded of the consequences for them if they continue with inappropriate behaviour and are given guidance on how they can make more positive choices around their attitude to learning.

We strive for the highest levels of consistency of response to both positive and negative behaviour. The Education Act 2011 says that teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student; this includes conduct outside of the school gates.

Rules of the consequence system in lessons:

- ☒ Staff will always try to build relationships with students and try to encourage them to choose the correct behaviour.
- ☒ Once a consequence has been given it cannot be taken back except through consultation with the Pastoral Team for that year group, or a member of the Senior Leadership Team.
- ☒ Consequences will be entered on the Classcharts system.
- ☒ Students will always be told when they have received a consequence.

Misdemeanours (C1 – C3/A3 & C4/A4):

All staff will deal with a breach of the school rules in the same way. Where it is safe to do so, they will:

1. issue a re-direction of the expectations.
2. if the behaviour continues, they will remind the student of the school rules (3Rs) and provide opportunities for the student to change their behaviour.
3. if the behaviour continues, they give the student a final warning and provide opportunities for the student to change their behaviour.
4. if the behaviour continues, staff will issue the appropriate number of behaviour points (based on the behaviour itself). Students and staff understand that specific behaviours will equate to a set number of behaviour points (please see summary in Appendix 6)
5. if students continue to demonstrate behaviour that does not meet our expected standards, staff will log this behaviour separately.
6. if the student fails to address/change their behaviour 'Protecting Learning' will be called and this will be logged on Classcharts.
7. if student behaviour consistently fails to meet our expectations and they receive three or more behaviour points throughout the school day, a detention will be issued or other behaviour interventions to ensure students are able to recognise how to improve their own behaviour moving forward.
8. if student behaviour fails to meet expectations and a student receives seven points over the course of a week, a C4 detention will be issued and a phone call will be made home from HOY. If ten points over the course of a week are recorded, parents will be called in for a meeting.

Serious incidents (C5 – C6):

In order to equitably decide upon the sanction or consequence of a serious incident as much information as possible will be sought. This should take the form of paper evidence gathered from staff & student witnesses to the incident, accounts from any victims or alleged perpetrators of the incident and any supplementary information. Before deciding upon the sanction there should be a discussion with the Head of Year to eliminate any pastoral issues

which could make a sanction inappropriate. All paperwork should then be discussed with Assistant Headteacher (Pastoral)/Deputy Headteacher for agreement. The Assistant Head/Deputy Headteacher will make a recommendation before passing paperwork to the Headteacher for approval (e.g. for a suspension/exclusion) if appropriate. When establishing the facts in relation to a suspension/exclusion decision the Headteacher will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher will accept that something happened if it is more likely that it happened than that it did not happen.

Obstruction of Justice

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal or withhold important information or knowingly give inaccurate information will face a sanction up to suspension. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of sanctions imposed.

School staff reserve the right to confiscate phones and will ask the student's permission to access the phone's memory where they believe that to do so will help an investigation into serious misconduct. They will limit such a search to the issue in hand. Should a student withhold permission to follow a reasonable request, the student will be liable to sanction for obstruction of justice, and in serious cases of student misconduct the police may then be informed in order to gain access to this information.

Removal from classrooms

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

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

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

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

Students who have been removed from the classroom are supervised by SLT, Head of Key Stages or Achievement Mentors and will be removed for a maximum of 3 lessons. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

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.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with Achievement Mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Student support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

Detentions

Detentions are set when a student requires a consequence outside the usual confines of the classroom. The detention should only be set in accordance with the consequences and behaviour tariff set out in appendix 6 (Summary of Consequences) and by a paid member of staff or a person authorised by the Headteacher. Detentions will centre on the opportunity for the student to be reflective. The detention time and location will be accessible on Classcharts and the student must attend this detention and when not called for the restorative conversation will sit in silence. The member of staff conducting the detention will record the student's attendance on Classcharts.

Detentions should be set for the next available detention date, except in exceptional circumstances..

The member of staff who awarded the detention should where possible hold a restorative conversation with the student(s) they have given the detention to. For examples of some standard restorative conversation questions see appendix 7. The idea of restorative conversations is to address the behaviour issue and decide actions to take in order to prevent the issue arising again. Katherine Warington School uses restorative conversations in an attempt to prompt reflective thinking and teach the students how to improve their behaviour.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the student does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Types of Detention:

Late to school detention on first three occasions = break time detention. Persistent lateness to school will result in C3 detention and a parents meeting in school.

C3 detention - for 3 consequence points in a single incident or over the course of one lesson/one day = lunch-time detention - 25 minutes

C4 detention - for 4 consequence points in a single incident or 6 points in one school day or 7 points in a week = after school detention - 1 hour

C4a detention - for failing to attend or misbehaviour in a C4 detention - after-school on Wednesdays and Fridays - 1 hour 30 minutes

Subject Support Sessions/Academic Consequences

Staff will use Classcharts to log academic consequences. Academic consequences will be issued when additional time with their teacher is required to complete work or discuss behaviour linked to learning in lessons.

A3 support session - lunch time - 25 minutes

A4 support session - after school - 1 hour

Parental consent is not required for detentions.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Suspensions and permanent Exclusions:

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.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. For all suspensions the school will follow the procedures described in the current version of Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022

The school follows guidelines on good practice, ensuring that all students have work to complete whilst at home and that parents or carers are aware of their duty to supervise their child and not to allow them into public places during school hours whilst on suspension and exclusion. There is an obligation for schools to provide full time education for students from day 6 of any suspension lasting more than 5 consecutive days.

Following an internal or external fixed term suspension, a reintegration meeting will take place with the student, parents or carers, and a member of the SLT. Any further support needed for the student will be explored.

A student will only be readmitted back into the school community when all potential risk/safety issues have been resolved to the satisfaction of the SLT member. Community service may be added as part of the reintegration were deemed appropriate.

Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled 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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

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

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

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

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

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

7. Roles and Responsibilities

- ☒ The Trust Board will establish, in consultation with the Headteacher, staff and parents and carers, the policy for the promotion of excellent behaviour and keep it under review. The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher is responsible for:

- The implementation and the day-to-day management of the policy.
 - Reviewing and approving this behaviour policy
 - Ensuring that the school environment encourages positive behaviour
 - Ensuring that staff deal effectively with poor behaviour
 - Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
 - Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
 - Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
 - Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
 - Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy
- ☒ Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- ☒ Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school by supporting the school in its management of student behaviour. They will be encouraged to work in partnership with the school, particularly in seeking to reinforce and live by our shared community values.
- ☒ Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be clear of the consequences to expect if they fail to meet these expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

8. Student transition

To ensure a smooth transition to the school and through each academic year, behaviour is continually monitored to ensure the right support is in place. Information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be requested and shared with new settings for those students transferring to or from other schools.

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.

9. Monitoring

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Headteacher:

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

Appendix 1: Written statement of behaviour principles

Below are the behaviour principles agreed by the Trust Board of KWS

- Every student understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others.
- All students, staff and visitors will be free from any form of discrimination.
- Staff and volunteers will set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are to be used consistently by staff, in line with the behaviour policy.
- The behaviour policy should be explained and understood by students and staff
- Suspensions/Exclusions will only be used as a last resort. A clear outline of the processes involved in Suspensions and Exclusions will be accessible for all.
- Students will be supported to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

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

This written statement of behaviour principles is reviewed and approved by the Trust Board every year.

Appendix 2:

1. "Behaviour and discipline in schools - advice for headteachers and school staff", January 2016
2. Behaviour in schools: advice for headteachers and school staff 2022
3. "Behaviour and discipline in schools - guidance for governing bodies"
4. "Searching, screening and confiscation at school" 2018
5. "Searching, screening and confiscation: advice for schools" 2022
6. "The Equality Act" 2010
7. "Keeping Children Safe in Education"
8. "Exclusion from maintained schools, academies and student referral units in England" 2017
9. "Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement " 2022
10. "Use of reasonable force in schools"
11. "Supporting students with medical conditions at school"
12. "Use of reasonable force - advice for headteachers, staff and governing bodies", July 2013
13. "Sexual violence and sexual harassment between children in schools and colleges - advice for governing bodies, proprietors, head teachers, senior leadership teams and designated safeguarding leads", May 2018
14. HCC's "Exclusions guidance supplement, September 2017"

Appendix 3:

Student Code of Conduct

KWS requires both student and parent support in order to ensure a calm, orderly, safe and clean environment is maintained: all of which are integral for learning to take place. The KWS Student Code of Conduct is established to provide an appropriate standard for expected behaviour. It reflects what we require of all students and their responsibilities as members of the KWS community. It is necessary that students continually meet the following expectations:

General

Students should:

- a. Exercise self-discipline both in and out of the classroom; they should treat everyone with respect and courtesy; and refrain from using inappropriate language.
- b. Exercise self-discipline when travelling to and from school and not loiter in the local area in either direction of travel.
- c. Never switch on or remove their mobile phone from their bags unless given express permission by a member of staff. Mobile phones that are seen, used or heard without the express permission of a member of staff will be confiscated and a C3 detention issued (this includes mobile phones seen in blazer pockets).
- d. Not engage in inappropriate use of technology including 'hacking' (in accordance with the school's Technology User Agreement)
- e. Follow all health and safety rules and be aware that there may be specific considerations in specific lessons/ areas of the school.
- f. Avoid all forms of unnecessary physical contact with others: this includes rough play.
- g. Not wilfully damage/ vandalise school property (e.g. graffiti) or use any of the school's equipment inappropriately (e.g. ICT).
- h. Never drop litter and always make every effort to keep the KWS environment clean and tidy at all times.
- i. Not possess or consume chewing gum within the KWS grounds.
- j. Always give their name and tutor group if asked by any member of staff (in or out of school)
- k. Not gamble or sell goods for personal profit.

Classroom

Students should:

- a. Sit where instructed by their teacher.
- b. Listen carefully when the teacher is speaking and work quietly.
- c. Never distract other students from their work, disrupt lessons or call out answers or questions in lessons.
- d. Concentrate on the tasks set.
- e. Arrive punctually to lessons and enter/leave classrooms in a quiet and orderly manner.
- f. Arrive fully equipped for their learning each day: this includes any subject-specific equipment (e.g. calculators/ PE kit) and a Chromebook with sufficient charge to last for their lessons that day.
- g. Remain in the classroom unless there is an emergency (going to the toilet is **not** an emergency).
- h. Wait to be dismissed by the teacher at the end of a lesson.

Around School

Students should:

- a. Always walk in a sensible way along the corridors, stairs and in the courtyard, following the school's one way system: never running or pushing and lining up quietly in single file before entering a lesson.
- b. Water is the only drink that may be consumed outside of the dining area. Eating during lesson time is also strictly forbidden.
- c. Students should always keep well clear of the vehicle entrances to the school.

Uniform

Students should:

- a. Always wear their uniform correctly.
- b. Remove outdoor clothes or items of non-school uniform as soon as they enter a classroom or assembly.

When students follow these routines they will:

- a. Achieve their potential.
- b. Be proud of their achievements.
- c. Be rewarded with Recognition points which will count towards a personal total for each student and a House point total for each house.

Appendix 4:

Katherine Warrington School



Home School Agreement

Last Updated - May 2021

1 As a school we will:

- provide a safe, caring and disciplined environment and one which motivates students to meet and, where possible, exceed their individual expectations.
- provide challenging, high quality, programmes of teaching, learning and guidance (curricular and extra-curricular) that aim to enhance the knowledge and skills base of our students.
- set regular, appropriate and challenging programmes of home learning.
- provide early warnings about any concerns or problems relating to a student's work, progress, motivation, behaviour or relationships.
- monitor the progress and development of each child and inform parents of their child's progress through written reports, consultation evenings or specific interviews.
- keep parents informed about school activities through the calendar of events, the fortnightly newsletters, school website and notices regarding special events.
- provide opportunities for our students and their parents to express their views on school issues.
- implement our school policies to ensure fair treatment and a safe environment for all.

2 As a family we will:

- encourage our child to make the most of the opportunities offered by the school.
- support and monitor our child's progress by continuing to talk to them about their learning and achievement in lessons, as well as looking at the quality of their work in their exercise books regularly.
- ensure that our child is always properly equipped for all learning and school work.
- ensure that our child attends school and is punctual to school.
- support our child in completing home learning, coursework and revision for examinations to a high standard.
- support all consultation and information opportunities to demonstrate our clear commitment with the school for our son/daughter's learning.
- ensure that our child is correctly dressed and well presented for school
- make the school aware of any problems or concerns which might adversely affect the progress, behaviour or happiness of our child.
- comply with the terms of the school's Attendance Policy.
- support the school's code of conduct and behaviour, including detentions, suspensions and exclusions where appropriate.
- ensure that our child attends detentions on the set date and time.

- support our child in complying with the requirements of all school policies, listed on the school website.
- support the school approach to online safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community, or bring the school's name into disrepute.
- ensure that my/our online activity would not cause the school, staff, students or others distress or bring the school community into disrepute.
- support the school's e-safety policy and help prevent my/our child/children from signing up to services such as Facebook, Instagram or Snapchat if they are underage (13 years plus in most cases).
- I/we will close online accounts if I/we/teachers find that these accounts are active for our underage child/children.
- support the school by ensuring that, even when a situation arises that they may be unhappy with, staff are treated with respect and courtesy at all times when the matter is under discussion or investigation by the school.

3 As a student I will:

- seek to achieve the highest possible standards in all aspects of my school life.
- try to participate as much as possible in school life and events.
- be polite and respectful to all members of the school community and visitors.
- always be properly equipped for all learning and school work.
- attend school and be punctual.
- follow the rules and expectations of the school.
- maintain high standards of behaviour and appearance within the community, particularly when representing the school, including on the way to and from school.
- maintain high standards of behaviour on public or school buses.
- reject any form of discrimination or bullying and abide by the school's "fair treatment for all" policies.
- respect school property and help keep the school free from litter and graffiti.

.....

Home-School Agreement

Please return to school via Reception by Y7 Induction Day

Student: (Please print)

Signed: (Parent/Carer) **Date:**

Signed: (Student) **Date:**

Signed: (Headteacher) **Date:**

Appendix 5:

Recognition Summary

In creating '*a culture of praise*', recognitions and consequences provide a consistent response to both positive and negative learning behaviour and conduct - guiding students to being ***Respectful, Ready and Responsible in their learning.***

Key Definitions:

Recognitions (a.k.a Recognition points): The term given to the responses from staff to any behaviour, action or work demonstrated by a student that warrants being acknowledged and logged on Classcharts. Recognitions can be awarded in lessons, around school or for endeavours related to school that are completed outside of school (e.g. outstanding homework or project work). They are likely to link to at least one of our behaviour values: Respectful, Ready and Responsible, one of our whole school values: Knowledge, Wellbeing and Success or one of our student Characteristics (C.R.E.A.T.I.V.E).

House point: This term will not routinely be used when giving Recognitions to students, but will be used when considering the school house competition. Each Recognition is equivalent to one, two or three house points.

Recognitions Summary:

Reason for Recognition	Recognition/ House Points value
Effort	1-3
Ready for learning	1-3
Respectful to others	1-3
Responsible	1-3
Knowledge	1-3
Success	1-3
Wellbeing	1-3
Use of Bedrock words in written work	1
Completed reading book	2
Representing school community	3
Student Leadership	3
Excellent progress	3
Bedrock +30/+50/+100	2/3/5
Postcard of achievement	5

There are other options for staff to make a recognition 'extra special' (i.e. more than just the points logged on Classcharts). These 'extra special' recognitions can be used at the teacher's discretion and could include:

- Positive phone calls home
- Recognition notes
- Referrals onto Subject Leaders/ Heads of Year/Heads of Key Stage
- Mentions/ certificates in celebration assemblies

We also recognise the accumulation of recognitions and will recognise this consistently good behaviour through a range of awards including:

YEARLY	
200	Bronze certificate/badge
400	Silver certificate/badge
600	Gold certificate/badge
	End of year awards
	Lifetime award

Appendix 6:

Warnings and Consequences Summary:

Key Definitions:

Warning:

The term **Warning** is used to denote a clear, unambiguous verbal comment given by a member of staff (this does not need to be in front of the whole class) to indicate to a student that their **low level disruption** is inhibiting their own learning or that of others. One further instance of this **low level disruption**, or a different form of **low level disruption**, will then result in a 'Consequence' being issued.

Consequence:

The term **Consequence** is used to denote the sanction that is issued to a student who has not met the behaviour expectations: after **warnings** for **low level disruption**, or outright for a more disruptive behaviour. The issuing of a **Consequence** should involve staff giving a clear, unambiguous verbal comment (this does not need to be in front of the whole class). **Consequences** are 'tiered' as outlined in the **Summary of Consequences** table below.

Consequence Points:

These are the 'currency' of Consequences on Classcharts and different behaviours are worth different numbers of Consequence Points on Classcharts (see the **Summary of Consequences** table below). This will allow staff in charge of behaviour monitoring to count up the Behaviour points accrued in a given time frame and to put interventions in place if necessary. The phrase 'Consequence points' can be used with students (particularly when they are receiving a lot of Consequences), but needn't be used when issuing warnings or consequences (e.g. "That is now a C2" is much clearer than, "That is now two Consequence points"). Staff will identify clearly what the behaviour is so that students can reflect upon and understand the result of the choices they have made.

Low level disruption:

Single instances of **low level disruption** will receive the relevant number of consequence points. There is no additional consequence to the awarding of a single behaviour point but it will be logged to allow the school and students to understand the impact of low level behaviour on learning.

Low level disruption includes any of the following behaviours:

- **Not being Ready to Learn, for example:**
 - failure to bring the correct stationery to a lesson
 - failure to follow instructions,
 - failure to focus on a task set,
 - failure to commence or complete a task within a reasonable time frame of it being set,
 - actively not participating in class discussion,
 - 'zoning out' / not paying attention.

- **Not being Respectful, for example:**
 - talking when you should be listening,
 - talking over another individual during class discussion,
 - distracting others,
 - calling out during class discussion,
 - answering back,
 - use of inappropriate language (if it was not directed at an individual)
 - being out of your seat without permission or a reason,
 - Wearing your uniform in an inappropriate way, e.g.: tie loose or short, shirt un-tucked, blazer has been removed without permission given etc.

- **Not being Responsible, for example:**
 - lack of effort,
 - failure to contribute to working in a pair or group,
 - blaming others when you were not meeting the KWS expectations,
 - ignoring instructions,
 - carelessness in the classroom- e.g. leaving chairs/ bags/ cables as tripping hazards
 - being out of your seat at lesson change-overs
 - being out of your seat in lesson without a reason/ permission.

The list above is not exhaustive and staff should use their professional judgement to decide whether a behaviour that is not listed is classed as **low level disruption** or not (and therefore whether to allow one verbal warning or go straight to issuing a **Consequence**).

If multiple instances of low-level behaviour occur in a lesson or throughout the school day, these behaviour points will accumulate and the school will decide on the best course of action to reduce the negative impact of these behaviours. This may include issuing detentions or other interventions to protect the learning of all students.

“Choose the right path”

Summary of Consequences

Our consequence system is designed around the principle that students should be ready, respectful and responsible during their time at school. We use consequences as an opportunity to remind students of the school’s expectations and to allow them to make positive choices moving forward.

We also want our students to understand what the consequences of their actions are, which is why behaviours are allocated with a clear consequence.

How does the system work?

Behaviours are labelled with a points value depending on the nature of the recognition or consequence. We are aiming to create a 1:7 ratio of consequences to recognitions but use the system to intervene rapidly and effectively if a student is not meeting the expectations of the school.

Behaviour points are cumulative to ensure that student behaviour is exemplary throughout the school day in all areas.

Support Plans/Students with additional behavioural needs

We recognise that some students need additional support and layers of intervention to help them make positive behaviour choices. In specific circumstances, additional layers will be added to the behaviour points system to ensure students have been given appropriate support. These layers will be clearly communicated to staff when required.

Student Behaviour (Academic Consequences/C Consequences)	Behaviour Points
Talking when teacher/student is talking	1
Shouting out	1
Lack of engagement/effort	1
Technology misuse (e.g. on Chromebook when shouldn't be-no permission has been given)	1
Incorrect uniform in school (missing tie, shirt untucked, no blazer, incorrect earrings, bracelet)	1
Not following instructions	1
Incomplete work (Teacher to decide on best of course of action for student to rectify eg. A3)	1
Home learning deadline missed (A3 to be awarded yet only 1 point in cumulative scale)	1
Walking around the room without permission	1
Late to lesson or form time (3 mins. or over)	2
Poor corridor behaviour (shouting, in part of the school when they shouldn't be etc.)	2
Running in the Corridor	2

Running in the Courtyard	2
Forgotten exercise book	2
Forgotten reading book (once in a day)	2
Forgotten part/all PE kit	2
Forgotten or uncharged Chromebook	2
Inciting disruption in a lesson	2
Technology deliberate misuse (e.g. chosen to do off task work on Chromebook- e.g. irrelevant/ inappropriate search)	2
Missing equipment for learning	3
Defiance	3
Rudeness to students or staff (e.g. inappropriate language directed at an individual)	3
Leaving lesson without permission	3
Swearing (indirect - not in aggressive manner towards students/staff)	3
Walking away from a member of staff	3
Going out of bounds	3

Chewing gum	3
Eating during a lesson	3
Eating or drinking in a science laboratory	3
Graffiti (in book/on work)	3
Technology serious misuse (e.g. gaming)	3
Mobile phone or other forbidden electronic item (e.g headphones) seen, heard or used without the direction of a member of staff (anywhere around school).	3
Play-fighting (including headlocks, tripping, pushing, grabbing other students etc.)	3
Incorrect uniform in school - Three in the course of one week.	3
Wearing PE kit on the wrong day	3
The following are more serious behaviours. HOY/SLT should be notified if any of the following are awarded	
Violent Behaviour (e.g. kicking/ punching another student with intent)	4
Protected characteristic incident	4
Continued poor behaviour after PL called	4

Serious inappropriate/ poor behaviour on the way to/from school	4
Smoking/ vaping (first offence) or caught with students smoking/ vaping	4
Refusing to hand over an electronic device when a member of staff asks.	4
Failure to attend C3 detention	4
Poor behaviour during C3 detention	4
Truancy (lesson)	4
Mobile phone or other forbidden electronic item (e.g headphones) seen, heard or used without the direction of a member of staff (anywhere around school). Second offence.	4

The following behaviours should be logged by HOY/SLT as they will require immediate follow-up/subsequent actions to ensure the correct interventions are in place.	
Failure to attend C4 detention	5
Poor behaviour during C4 detention	5
Offensive/ abusive behaviour to staff	5
Vandalism including graffiti on school property	5
Posting or sharing offensive material on a website/social media/text message/email	5
Taking photographs / video without permission in school or on school activities.	5
Persistent smoking offences	5
Possession of or under the influence of drugs or alcohol	6
Physical assault	6
Sexual misconduct	6
Obscene behaviour to peer or member of staff.	6
Persistent and defiant misbehaviour after reaching C6 level behaviour.	6
A major offence, (e.g. violence towards a member of staff or carrying inappropriate objects such as knife)	6
Supplying or intending to supply drugs or alcohol	6

Note: Bullying behaviour, abuse, discrimination against a protected characteristic, theft and bringing the school into disrepute are always serious and may lead to C4-C6 depending on the severity of the incident.

THIS LIST IS NOT SUPPOSED TO BE EXHAUSTIVE. IT INDICATES THE SERIOUSNESS OF THE BEHAVIOUR AND THE MINIMUM SANCTION STUDENTS CAN EXPECT TO RECEIVE.

The school is aware of the provisions of the Equality Act 2010 and will make such reasonable adjustments as are appropriate to support a child with characteristics protected by the Act when applying the behaviour policy

All sanctions are applied at the Head's discretion.

Appendix 7:

Restorative Meeting Questions

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected?
4. What should we do to make things right? *Accept any apology and don't necessarily expect one*
5. How can we do things differently next time?

Set yourself 3 improvement targets:

1.

2.

3.

Appendix 8:

Confiscation procedures

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

Once a member of staff has received the confiscated item from a student they will follow these instructions:

- Inform the student of how long the item has been confiscated for and therefore when the student can collect it from reception.
- Take an envelope from the staff room/ reception
- Write **precisely** what the contents of the envelope are
- Write the student's name (all in block capitals please)
- Write the student's Form
- Write the date you confiscated the item(s)
- Write the date the item(s) will be returned to the student
- Place the item(s) in the envelope and seal the envelope, checking it is secure and that nothing can fall out
- Take the envelope to reception and hand it in to be locked away until the collection time.

Time for which a mobile phone is confiscated and consequences:

The following 'escalating' scale would be applied for repeat offenders:

- 1st offence in a half term: phone confiscated until the end of the day (and **C3 detention**)
- 2nd offence in a half term: phone confiscated until the end of the day (and **C4 detention** plus contact home made)
- Persistent use of mobile phone will result in HOY phone call home for parents to come in and collect the phone from school.

The receptionist will keep a record (on a Google sheet) of phone confiscations by half term