



Katherine
Warrington
School

Behaviour and Conduct Policy

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Member of staff responsible for policy	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 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 2).

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 3.

2. Our Values (3 Rs)

Our behaviour system is based on students making the correct choices within the school environment. This is outlined by the 3Rs which will be referenced regularly in assemblies, form times, in lessons and on posters in classrooms and corridors.

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 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. School Behaviour curriculum

The following document outlines the expected behaviours, systems and routines at KWS.

[Behaviour Curriculum KWS - Google Docs](#)

4. 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.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff will log sanctions on Classcharts. They will take into account the needs and circumstances of individual students, in particular those with identified difficulties, when implementing the policy. Whole class, or year group punishments will be very rare. Parents will be informed of sanctions by a phone call, email or letter home. Students will be encouraged to learn from their mistakes and supported to make a fresh start.
- 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. Parents are expected to send their children into school each day, on time, with the correct equipment and in the correct school uniform. Parents are asked to respect the school's behaviour policy by signing a copy of the home school agreement (Appendix 4) and to speak regularly to their child about their progress and conduct in school.
- 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.

5. Definition of School Jurisdiction

This policy applies on school premises, during school hours, on visits and trips, at school events or other occasions related to school and on any other occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave or when on work experience placements. When students are travelling to and from school, they are deemed to be representing the school, so therefore school rules apply. This includes sixth form students, who may be off site, for example at lunchtime or travelling to another school for a consortium lesson. The policy also applies to students of other institutions when they are on or near the site as part of consortium teaching arrangements.

6. Rewards

Katherine Warrington School has an ethos of encouragement and praise which is 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.

Recognition

Recognitions are given out by staff to acknowledge a student's effort or good work or act of kindness. They are awarded for behaviour which links to 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:

- Effort
- Knowledge
- Ready for Learning
- Responsible
- Respectful to others
- Success
- Use of Bedrock words in work

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

- Excellent home learning effort
- Representing the school community
- Student leadership
- Completed reading book
- Success
- Wellbeing
- Headteacher's Commendation

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
- Reward Trips
- Celebration and Award Evenings

Recognitions are used to help create a culture of praise, with staff looking to 'catch students being good.'

7. Consequences

Consequences are used by staff following other pre-emptive measures to instil good behaviour and to help support students to 'get it right'. Our consequence ladder underpins this. Students are given the opportunity to make good choices and are reminded of the consequences for them if they continue to make the wrong choices which lead to misbehaviour.

If an incident occurs within a timetabled lesson or department activity a Academic (A) consequence may be applied. If an incident occurs outside of a timetabled lesson or department activity a Community (C) consequence may be applied.

The following are examples of how the consequence ladder applies to poor behaviour:

Low level disruption (sanctioned with a A1, A2, C1 or C2) - disruption to the learning environment such as shouting out, talking when the teacher or another student is talking in class, not following instructions, lack of engagement with the work, being late to school or lesson.

Inappropriate behaviour (sanctioned with a A3 or C3) - Breaches of the school rules such as swearing, play fighting, being out of bounds, chewing gum, use of an electronic device without permission, leaving lesson without permission, plagiarism.

Serious inappropriate behaviour (sanctioned with a A4, C4, C4A, C5, or exclusion) - Serious breaches of the school rules such as rudeness towards or swearing at a member of staff, truancy from school or lessons, misuse of the school email or ICT network, any form of bullying, damage to school or personal property, vandalism, theft, fighting, smoking or use of nicotine-based products, discriminatory or offensive language, protected characteristic incident, possession of any inappropriate items*. For further detail see Appendix 1.

*Headteacher and authorised staff members can search a student for:

- Any items with the student's informed consent
- Inappropriate or stolen items, with or without the student's consent including mobile phones used in violation of the school policy.

Inappropriate/Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and nicotine-based products.
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the student) or damage to property

Mobile Phone

We have clear expectations regarding mobile phones. Under no circumstances are students allowed to use a mobile phone on the school site unless under direct supervision by a member of staff or they have an agreed medical exemption. (Please see Appendix 1 - Mobile Free Environment for specific details)

'Choose the Right Path'

	<u>Examples</u> of actions leading to consequences	Likely consequence
Verbal warnings (prior to issuing a 'Consequence')	Any instance of low-level disruption	Verbal warning . Reminder that if the behaviour continues there will be Consequences applied.
	Follow the School rules: Be Ready, Be Responsible and Be Respectful and NO CONSEQUENCES	
A1/C1	- Low level disruption - Not ready to learn - Talking when a student/teacher is talking. - Shouting out. - Lack of engagement. - Incorrect school uniform - Poor corridor behaviour	1 negative point
	Follow the School rules: Be Ready, Be Responsible and Be Respectful and NO FURTHER CONSEQUENCES	
A2/C2	- Any instance of continual low-level disruption - Late to lesson or form time. - Forgotten/uncharged Chromebook - Late to school - Forgotten exercise book.	2 negative points
	Follow the School rules: Be Ready, Be Responsible and Be Respectful AND NO FURTHER CONSEQUENCES	
A3/C3	- Post issue of an A2/C2, further instance of low-level disruption - Defiance - Inappropriate behaviour - Chewing gum - Going out of bounds - Rudeness to students/staff - Use of forbidden electronic item. - Swearing	3 negative points A3 detention – 30-minute detention in department. C3 detention - 30-minute detention after school.
	Follow the School rules: Be Ready, Be Responsible and Be Respectful AND NO FURTHER CONSEQUENCES	
A4/C4	- Truancy from a lesson - Protected characteristic incident (one off/ depending on severity). - Serious inappropriate behaviour - Threatening behaviour towards others - Possession of prohibited item (at least a C4) - Theft	4 negative points A4 Detention – 60-minute detention in department after school C4 Detention – 60-minute detention after school. May involve removal from a lesson
	Follow the School rules: Be Ready, Be Responsible and Be Respectful AND NO FURTHER CONSEQUENCES	

	Curriculum Report, Head of Year (HOY) report, Head of Key Stage (HOKS) report. Monitors students whose behaviour is showing a trend of persistent disruption to teaching, their own learning and others' progress.	At the discretion of the Curriculum Lead, Head of Year or Head of Key Stage
	Follow the School rules: Be Ready, Be Responsible and Be Respectful AND NO FURTHER CONSEQUENCES	
SLT after school detention (C4A detention)	Failure to attend an A4/C4 detention, serious incident of one-off poor behaviour, failure to comply with the school mobile phone policy (see Mobile Free Environment).	90-minute detention after school.
C5 Isolation	Persistent A4/C4 behaviour, persistent failure to follow school rules, offensive behaviour to members of staff, smoking or vaping on the school premises, possession of nicotine products in school (including vapes), sharing a cubicle (more than one student in a single cubicle with the door closed). Repeat protected characteristic incident.	Internal isolation. (Length dependent on incident)
C5 Fixed term suspension	Possession of or under the influence of drugs or alcohol, posting offensive material on a website/social media/text message/email, persistent smoking offences, sexual misconduct, obscene behaviour to peer or member of staff, persistent disruptive behaviour, physical assault against student (dependent on nature/severity), physical assault against staff, bringing the school's name into disrepute (dependent on the nature of the incident).	External suspension from school for a fixed period of time.
	Pastoral Support Plan. 16-week programme which monitors students who are at risk of permanent exclusion. Led by a member of SLT.	
Permanent exclusion	Persistent and defiant misbehaviour or a major offence, including but not limited to, carrying inappropriate objects such as a knife, violence, supplying or intending to supply drugs or alcohol, taking offensive photographs/video footage and/or posting it on a website/social media/text or email. A permanent exclusion could be used as a sanction for any behaviour listed in the above C5 fixed term suspension list, which due to relevant aggravating factors, is deemed sufficiently serious.	Permanent exclusion

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

Further details of the school rules and consequences can be found in Appendix 1.

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

8. Detentions

The detention time and location will be accessible on Classcharts. The student must attend this detention and will sit in silence, unless other instructions are given or they are called for a restorative meeting.

Any after school detention will happen a minimum of 24 hours after parents are notified via ClassCharts, email, or phone call (using the Priority 1 contact details). Parental consent is not required for detentions.

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.

Types of Detention:

- **Late to school detention** - After school for 15 minutes. Detention on the day of the lateness. Communication home will be made by a member of the Reception team.
- **C3 detention** - After school for 30 minutes.
- **C4 detention** - After school for 60 minutes
- **Friday SLT detention (C4A detention)** - For failing to attend or misbehaviour in a C4 or A4 detention. After school on Fridays for 90 minutes
- **Academic Detentions (A3 and A4)** - Issued when additional time with the subject is required to complete work or discuss behaviour linked to learning in lessons.
 - **A3 detention** - Lunch time or after school for 30 minutes
 - **A4 detention** - After school for 60 minutes

Please review 'Choose the Right Path' in section 7 for examples of where a detention may be issued. Please note the list is not exhaustive and is for indicative purposes.

Failure to attend a Friday SLT (C4A) detention will result in students being removed from lunchtimes the following week or a C5 internal isolation.

9. Protected Learning (PL)

An appropriately trained member of staff will be on duty every lesson to support staff and students with behaviour and to protect the learning of others. A member of staff may use PL to have a reset conversation with a student or to take a student for a break outside the classroom if the student has a designated PL Pass. A student will be removed from the lesson by PL if the teacher has given the student every opportunity to make the right choice with their behaviour by working through their behaviour management strategies. The member of staff may seek further support from the HOY/HOKS if further investigation is required.

10. Internal isolation

Removal from lessons is a serious sanction and will only be used in response to serious misbehaviour or persistent 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 may be withdrawn for longer periods and will receive a C5 (internal isolation) for serious misbehaviour. Parents will always be informed via a letter home and the context of the incident leading to the internal isolation will be reflected in the length of time a student spends away from the classroom. Work will be provided for students and a member of the pastoral team will always give the opportunity for the student to reflect on and learn from their behaviour. Misbehaviour/refusal/defiance whilst internally isolated will lead to parents being called and a likely fixed term exclusion.

11. 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 Department of Education's latest guidance:

[School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/government/guidance/school-suspensions-and-permanent-exclusions)

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.

Following an 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.

12. Alternative Provision and Offsite Direction

12.1 Offsite direction

Off-Site Direction is a temporary, time-limited placement of a pupil at another educational setting (such as another mainstream school or an alternative provision) strictly intended to improve their behaviour.

As permitted by the Trust's Articles of Association and the Scheme of Delegation, the Trustees delegate their statutory power to direct a student off-site to alternative provision to the

Headteacher. The Trust Board will formally review an Offsite Direction in line with the statutory guidance.

The school will strictly adhere to the following statutory legislation and guidance in exercising this power:

- **Section 29A of the Education Act 2002**
- **The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026**
- **DfE Statutory Guidance: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England - July 2026***
- **The Equality Act 2010**

Important Constraint: Off-site direction **must only** be used to improve future behaviour. It will never be used as a sanction, disciplinary punishment, or as an informal/unrecorded exclusion.

12.2 Other uses of alternative provision

Alternative Provision (AP) is education arranged for students who, because of exclusion, illness, or other social, emotional, or mental health (SEMH) reasons, would not otherwise receive a suitable education. This can be commissioned full-time or part-time as part of a personalised package.

13. 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, alongside the behaviour policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

14. Searches

Any searches which take place in school will follow the DfE guidance around searches updated in July 2023:

[DfE Guidance - Searching Screening and Confiscation](#)

The Headteacher and authorised staff have a statutory power to search a student or their possessions where they have reasonable grounds to suspect the student has a prohibited item or any item identified in the school rules as being subject to search (As defined by section 550ZA(3) of the Education Act 1996). All searches need to be carried out by authorised members of staff (Senior Leadership Team, or a Head of Key Stage) and need to be authorised by the Headteacher. In the event of a strip search being necessary, the police will be called onto school premises to conduct the search.

Screening and the Use of Wands

In accordance with DfE guidance, Katherine Warington may use screening to provide reassurance and maintain a safe, supportive environment.

Use of Wands

Authorised staff may use **hand-held metal detector wands** to scan students and their possessions (including bags, lockers, blazers and coats) for prohibited or banned items:

- **Focus of Screening:** Wands will be used specifically to detect:
 - o **Weapons or prohibited metal objects.**
 - o **Mobile phones** to ensure they are secured within locked Hush pouches.
 - o **Vapes or e-cigarettes**, which are banned items under school rules.
- **Refusal to be Screened:** If a student refuses to be screened by a wand, staff will consider the reasons for non-cooperation. The school may apply a sanction for failing to follow instructions and may proceed to a formal search if there are reasonable grounds for suspicion.
- **Conducting the Search:**
 - o The wand may be used to scan a student's **outer clothing** (hats, shoes, boots, scarves, and coats).
 - o Except in rare emergencies involving a risk of serious harm, the staff member using the wand for a search must be of the **same sex** as the student, and a **second staff witness** must be present.
- **Recording:** All screenings that result in a search for prohibited items will be recorded in the school's safeguarding system.

15. 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 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.

16. Physical restraint

When restraint may be used:

Restraint or restrictive interventions may be used when all other strategies, including prevention and de-escalation, have failed and therefore only as a last resort. All staff should focus on promoting a positive and proactive approach to behaviour and emotional wellbeing, including de-escalation techniques (appropriate to the child), to minimise the likelihood of, and avoid the need to use, restraint.

All members of school staff can use a restrictive intervention – including reasonable force, which may include seclusion – to prevent or stop a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Causing disorder among pupils at the school

Key principles:

Before using a restrictive intervention with a student, staff should consider:

1. **If it's necessary** - There might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further
2. **If it's proportionate** - staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions
3. **The pupil's welfare** - staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity

It is illegal to use force on a student for the purpose of punishment.

Recording and reporting:

The use of a restraint or restrictive intervention, whether planned or unplanned (emergency), must always be recorded as quickly as practicable, on the same day, by the person(s) involved in the incident.

We must give a summary of the incident to each of the student's parents/carers as soon as possible on the same day, and provide a written report as quickly as practicable (and in any event within 24 hours of the incident).

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/carers

Any use of reasonable force will follow DfE guidance effective from 1st April 2026:

[DfE Guidance: Use of Reasonable Force in Schools](#)

Continuing professional development for all staff is embedded practice and where there is a perceived need for further staff training our school will make sure that staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

17. 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 C5 fixed term 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.

18. 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.

19. Sixth Form code of conduct

Sixth formers will be expected to adhere to the same behaviour policy as students in Key Stage 3 and 4, although there will be some privileges (use of their phones/headphones in the sixth form study area, authorisation to leave the school site at lunchtimes, sixth form dress code rather than school uniform). Sixth formers are expected to be role models to students in the lower school and will therefore be expected to adhere to the following learner contract.

<https://kwschool.co.uk/kwsixth-expectations-of-students/>

Appendix 1: Detail on specific rules

Our rules and the consequences for breaking them are outlined below. These rules are regularly reinforced throughout the school day.

Student Uniform

Students not compliant with the uniform policy will be sent to the Pastoral Office to provide an explanation and be supported to correct the error. Unless the school has received a signed letter or communication, explaining the reason for 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 (such as earrings, hoodies, etc) are worn, they will be confiscated and consequences applied (see confiscation procedures in Appendix 5). On days when students have a PE lesson, Performing Arts, club or P7 Body activity they may come to school in the appropriate school PE uniform. Hoodies or non KWS jumpers are not permitted and will be confiscated. Any belts must be black in colour, with a small buckle that does not have a logo on. For the full KWS Uniform policy see [kwschool-Uniform-Policy](#)

Jewellery

The only jewellery permitted at school is a **non-smart** wrist watch and a single pair of plain gold, silver, or gem, 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 in Appendix 5) and passed on to the school reception in a named envelope. Non-permitted items will only be returned in line with the school policy.

The following would be applied for those who breach the school jewellery policy:

Incident 1

Confiscation, logged as C1 failure to follow instructions, parents informed, student collects at the end of the day.

Incident 2

Confiscation, logged as C1 failure to follow instructions, parents informed, parental collection of items from the end of that school day.

Incident 3

Confiscation, C3 issued for persistent defiance, parents informed, meeting arranged with Head of Year, parent and student via face to face, video call, or telephone to discuss the persistent failure to follow school policy. Parental collection of items once the meeting has been completed.

Incident 4

Confiscation, C4 issued for persistent defiance, meeting arranged with Head of Key Stage or Assistant Headteacher, parent and student via face to face, video call, or telephone to outline that a further incident will result in an internal suspension. Parental collection of items once the meeting has been completed.

Incident 5

C5 internal suspension. Parental collection of items at the end of the internal suspension.

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 students. 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.

* 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.

Hairstyles

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 are likely to require staff to apply their judgement to ensure appearances are acceptable and reasonable to the school.

Make up/nails

Students wearing 'obvious' make-up, fake eyelashes or nail polish/gel nails will be required to remove it, and the school retains stocks of nail polish and make-up remover. Please note that any refusal to remove any article, e.g., acrylic nails is likely to result in further sanctions.

Eating food outside of approved areas

Food purchased in the canteen must be consumed in the canteen and cannot be taken outside. Dropping litter is deemed as inappropriate behaviour and will result in a sanction (C3).

Equipment

Students are required to be ready for every lesson which means having the correct equipment and exercise books for their lessons. Students who are prepared and ready for lessons will be awarded 'Ready To Learn Recognitions'. Not bringing the correct equipment is deemed to be inappropriate behaviour.

KWS Equipment list can be accessed here: [Equipment – Katherine Warington School \(kwschool.co.uk\)](http://kwschool.co.uk)

Going out of bounds

Students are expected to remain in designated areas throughout the school day, before and after school. All areas of the school which are out of bounds are shared with students at the beginning of the academic year and reminders given throughout. Students are not permitted to be in the upstairs corridor (except to use the toilet at break time) during break and lunchtime. Students are

expected to adhere to the one-way system. Going out of bounds is deemed to be inappropriate behaviour. (C3).

The sharing of a toilet cubicle (more than one student in a single cubicle with the door closed) is not permitted, and will be treated very seriously resulting in a C5 internal isolation.

Plagiarism

Submitting work which is not deemed to be a student's own will be treated as serious inappropriate behaviour. This applies to classwork, homework as well as coursework and any examination situation. In the case of coursework or work for an exam, the school will follow actions required by the exam board. Students who are complicit in allowing a peer to copy their work will also face consequences.

Mobile Free Environment

We have clear expectations regarding mobile phones. Under no circumstances are students allowed to use a mobile phone on the school site unless under direct supervision by a member of staff or they have an agreed medical exemption.

To support this, all students are provided with a school-funded **Hush pouch**.

Procedure: Students must turn off their phones and lock them inside their pouch **before** entering the school site.

Checks: Form Tutors will check pouches during morning equipment checks. Staff may also conduct spot checks throughout the school day.

Unlocking: Students can unlock their pouches at the designated stations at the front of the school building when leaving the site. Staff in Reception, Pastoral, and SLT are also authorised to unlock devices if required.

Damage/Loss: While the initial pouch is free, any damaged, vandalised, or lost pouch will incur a **£12 replacement cost** payable by the student. The fee will be added to the student's Arbor account. While a replacement pouch is completed the student will hand their device into the school and collect at the end of each day.**Consequence For a Breach of Policy***

If a student is found with a phone outside of a pouch without staff supervision or medical exemption, or if the pouch is damaged/unlocked to allow access, the following sanctions apply:

Incident 1

Device confiscation, **C4A Friday detention** (2:30pm-4pm) issued, parents informed, student collects the device at the end of the day.

Incident 2

Device confiscation, **C4A Friday detention issued** (2:30pm-4pm); parents informed, parental collection of the device from the end of that school day.

Incident 3:

Device confiscation, meeting arranged with Head of Year, parent and student via face to face, video call, or telephone to discuss the persistent failure to follow school policy. Parental collection of the device once the meeting has been completed.

Incident 4:

Device confiscation, **Internal suspension (C5) issued**, parental collection of the device at the end of the Internal Suspension. Following this a student will be required to hand their phone into the school (in a pouch) each day and will collect it at the end of the school day.

*Those students with an agreed medical exemption will be subject to sanctions in line with the above staged response without the confiscation of the device required by their medical condition.

Inappropriate language

Students must be respectful in the manner in which they speak to staff and one another while on the school premises. Therefore, swearing and foul language will be treated as inappropriate behaviour. (C3) Direct swearing at a member of staff will be deemed as offensive behaviour towards staff and is likely to result in a C5 isolation.

Deliberate/repeated classroom disruption

Classroom disruption will not be tolerated as it disrupts the learning of others. This will initially be dealt with by teachers with pre-emptive strategies/use of the consequences system. In response to serious or persistent disruption in lessons, the school is likely to remove the student from the classroom for a limited time. A student repeatedly causing persistent disruption is likely to expect serious consequences up to and including permanent exclusion from school

Theft

All incidents of theft will be investigated by HOY/HOKS or a member of SLT. In the case of theft from the canteen (serious inappropriate behaviour) students will receive at least a C4 detention. Persistent incidents of theft will result in a more serious sanction including potentially being banned from using the school canteen for a period of time.

Damage to property or abuse of school facilities

A full investigation will be carried out if there is damage to school property. If the damage is deemed to have been carried out deliberately, it will be seen as serious inappropriate behaviour and a consequence of at least a C4 will be issued. Graffiti of school property will be dealt with in the same manner. Parents of students involved in deliberate damage to school property will be billed for any costs for repairs by the school and the student involved may have to complete some community service after school as part of their sanction i.e., assisting the site team, picking up litter etc.

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 sometimes repeated.

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. (Serious inappropriate behaviour). The sanction is likely to increase in seriousness if this is a repeated or particularly serious incident. During the C4 detention, re-education will take place with one of the pastoral team.

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), is likely to receive a C4 detention as a starting sanction.

Examples of protected characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

This list is not exhaustive and is meant for illustration purposes.

Offensive behaviour towards other students

This includes bullying (See Anti-bullying strategy above which outlines specific behaviour which constitutes bullying). Bullying is deemed at the very minimum to be serious inappropriate behaviour. Where a student's behaviour is reckless or dangerous, placing others at risk, they are likely to face serious consequences up to and including permanent exclusion from school.

Offensive behaviour towards staff

Abusive language or rudeness towards staff is taken very seriously. A member of the SLT, HOY or HOKS should be informed immediately to carry out a thorough investigation. Depending on the nature of the abusive language the student will receive at least a C4 detention. (Serious inappropriate behaviour). Direct swearing/abusive language at a member of staff is likely to result in a C5 isolation.

Threatening or aggressive conduct towards staff, as well as a student making a false allegation will be taken extremely seriously, and result in a serious sanction.

Violent conduct towards staff would be likely to result in permanent exclusion from school.

Smoking / Vaping

Smoking / vaping is not allowed on school premises. Students who are caught smoking or vaping on the school premises or found to have possession of nicotine products in school (including vapes) will be issued with a C5 internal isolation. Persistent smoking offences or use of vapes is likely to result in a more serious sanction.

Alcohol and drug related offences

Possession of or being under the influence of drugs or alcohol in school is likely to result in at least a fixed term exclusion. Supplying or intending to supply drugs or alcohol in school is likely to result in a permanent exclusion. Sharing an illegal substance, making arrangements to sell off the school premises, intent to supply is also illegal and may result in permanent exclusion.

Possession or use of an offensive weapon

An offensive weapon is deemed to be anything used to intimidate others.

The student will be given detention, internal isolation, or exclusion from school as appropriate. This will depend on the degree to which the item was used to cause harm, alarm or distress to others; the degree to which the student carrying such a weapon intended to use it to cause harm, alarm or distress to others; and the potential for the item to cause harm, alarm or distress to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to permanent exclusion.

Possession of other offensive items

Possession of pornography, racist or inflammatory literature is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Internal isolation is likely to be the minimum sanction received.

Improper conduct

Physically affectionate and sexual activity between students is not appropriate at school and students should act to avoid any physical contact. Where such activity involves coercion, harassment or assault, it will be treated as an issue of utmost seriousness; this is likely to involve police action, and sanctions up to and including permanent exclusion from school.

Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

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

Sexual Harassment and Sexual Violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

Appendix 2: 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 3: Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the following sources:

1. "Behaviour in schools: advice for headteachers and school staff" 2024
2. "Searching, screening and confiscation: advice for schools" 2022
3. "The Equality Act" 2010
4. "Keeping Children Safe in Education" 2024
5. "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement "2026
6. "Restrictive interventions, including the use of reasonable force, in schools" (effective from 1 April 2026)
7. "Supporting students with medical conditions at school" 2015
8. "Special Educational Needs and Disability (SEND) Code of Practice" 2015
9. "Hertfordshire County Council guidelines on exclusion from maintained schools, academies and Education Support Centres" 2025

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

Appendix 4:

Home School Agreement

Last Reviewed - June 2026

This agreement outlines the shared responsibilities and commitments between Katherine Warington School, our students and their families. This partnership aims to foster a positive and supportive learning environment that maximises the students' academic and personal growth. We recognise that learning is a shared responsibility between the school, student and those responsible for them.

Throughout this document the term 'parent' includes all adults with primary responsibility for the student's wellbeing.

As a school we will:

- Support students to understand and have the opportunity to exemplify the 3 Rs; Readiness, Respect, Responsibility.
 - Provide a safe, caring, and disciplined environment that motivates students to meet and, where possible, exceed their individual expectations.
 - Deliver high-quality, challenging programmes of teaching, learning, and guidance (both curricular and extra-curricular) to enhance students' knowledge, wellbeing and success.
 - Set regular, appropriate, and challenging home learning tasks.
 - Provide early warnings about any concerns related to a student's work, progress, motivation, behaviour, or relationships, notifying parents of concerns via either the school communication system, email, phone calls, scheduled meetings, or a combination of these.
 - Monitor each student's progress and development, informing parents through reports, email, phone, consultation evenings, and specific meetings.
 - Keep parents informed about school activities via the calendar of events, school newsletters, the school website, social media, and notices regarding special events.
 - Provide opportunities for students and parents to express their views on school issues.
 - Allow students to be responsible for their behaviour by addressing student behaviour and discipline issues in a fair and consistent manner.
 - Enable our students to develop respect for themselves and others by educating them about different perspectives, religions, and cultures.
 - Implement school policies to ensure fair treatment and a safe environment for all.
-

As a parent I will:

- Encourage our child to make the most of the opportunities offered by the school, including their active participation in period 7, extra-curricular clubs and teams, and discuss trips and other opportunities that may arise.
- Enable our child to exemplify Readiness, Respect, and Responsibility by:

- Ensuring our child is responsible for their education, attending school regularly and arriving punctually in compliance with the school's Attendance Policy
 - Supporting our child's progress by reviewing their learning and achievement, ClassCharts, and attending meetings with their teachers including consultation evenings.
 - Ensuring our child is ready to learn by being properly equipped for all learning and activities
 - Support our child in completing home learning, coursework, and exam revision to a high standard.
 - Support the school's codes of conduct to enable our child to be ready to learn.
 - Ensure our child is correctly dressed and equipped for school, using the guidelines provided in the school's Behaviour and Conduct Policy to inform us.
 - Ensure our child takes responsibility for their actions by attending detentions as scheduled, and complete exclusions where necessary.
 - Support the school's e-safety policy and prevent our child from creating, sharing or uploading content that could cause upset or distress to the school community or damage the school's reputation.
 - Ensure our child does not sign up for age-restricted social media accounts or access age-restricted websites. We will close any underage online accounts if made aware of their existence.
 - Ensure our online activity does not cause distress to the school, staff, or students.
 - Demonstrate respect to our child by ensuring that all discussions or concerns are addressed respectfully when interacting with school staff.
-

As a student I will:

- Embody the 3 Rs - Readiness, Respect, Responsibility - in my daily conduct.
- Demonstrate Readiness by:
 - Being properly equipped for all learning and school activities.
 - Attending school and my lessons regularly and punctually, as scheduled on my timetable.
 - Completing any home learning by the given deadline.
- Demonstrate Respect by:
 - Showing politeness and respect to all members of the school community including visitors.
 - Striving for the highest possible standards in all areas of school life, actively participating in school life and events.
 - Maintaining high standards of behaviour and appearance, following all school rules and expectations, especially when representing the school. This includes in school sporting activities, trip attendance, and transport to and from school whether on public transport or school buses.
 - Rejecting discrimination and bullying, abiding by the school's "fair treatment for all" policies.
 - Respecting school property and contributing to keeping the school clean and free from litter, graffiti, and avoidable damage.
- Demonstrate Responsibility by:
 - Attending school in the correct uniform for my day with full equipment using the school's policy documents to inform me.
 - Attending school regularly, ensuring I arrive punctually in compliance with the school's Attendance Policy.

- Attending detentions as scheduled, and completing exclusions where necessary.
- Promoting responsible online behaviour, ensuring I do not create, upload or share content that could upset or offend the school community or damage the school's reputation. If I am aware of any such content, I will report it to the school.
- Completing my home learning, coursework, and exam revision to a high standard.

Appendix 5: 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 and who can come into school to collect the item.
- 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).
- 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.

For further details on the procedures followed for the confiscation of mobile phones or jewellery please refer to **Appendix 1**.