



Kesteven and Sleaford High School

A Community Inclusive Trust School

Behaviour Policy

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1 INTRODUCTION

This policy sets out how Kesteven and Sleaford High School (KSHS) will promote good behaviour, self-discipline, and respect, prevent bullying, ensure that students complete assigned work and regulate the conduct of students. In applying this policy KSHS will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also consider the needs of students with special educational needs. KSHS will also have regard to its safeguarding policy where appropriate.



KSHS Behaviour Policy approved 8th October 2026

2 AIM

At KSHS, learning is at the centre of everything we do. We believe that, to equip our students with the skill and experience required to fulfil their ambitions in the real world, we must ensure that we provide a learning environment at school where every person in the school community feels safe, secure, and free to focus on their own learning. We believe that every single student can be exceptional – but to achieve this every student needs a safe, structured working environment where expectations are clear, and every individual is held accountable for their actions. To ensure this is possible we have implemented a framework that sets clear expectations, promoting a culture where everyone is encouraged to take responsibility for their actions and feels safe, valued, and respected.

Our policy aims to:

- promote, recognise and celebrate positive behaviour
- promote self-esteem, self-discipline, and positive relationships
- provide a safe environment where learning is disruption-free
- ensure a consistent approach to tackling poor behaviour
- make **reasonable adjustment** for those students with special educational needs and/or disabilities where the misbehaviour of the student relates to that additional need. This will include those students with a medical diagnosis or **Education Health Care Plan (EHCP)** in place as well as students with identified additional needs who may require more SEND / pastoral support.

3 POLICY IMPLEMENTATION

All staff are responsible for implementing the KSHS policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour and ensuring opportunities to celebrate positive behaviour.

The Senior Leadership Team of the school is responsible for ensuring all staff adhere to the behaviour policy and implementing effective systems for keeping records of reported incidents, reporting to governors and parents when required.

4 ROLES AND RESPONSIBILITIES

Local School Board

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the Head of School on behavioural sanctions and support put in place for students at the school. Local Governors will scrutinise relevant data, review relevant suspension decisions and function as a point of challenge for decisions taken by the Head of School. Local Governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they will consider whether any actions should be taken to prevent this.

Leadership Team

The Executive Headteacher, with support from the Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. The Executive Headteacher will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management and will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Executive Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing protected characteristics. The Executive Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

Staff

All staff will:

- communicate the contents of this policy to all students and parents to ensure that the school's expectations are transparent to all students and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by reminding students in assemblies, discussing expectations in form time, educating students on key issues in Personal Development lessons and form sessions as well as through individual conversations with students, as necessary;
- apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable students may face;
- make reasonable adjustments for disabled students as required;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge students to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the student's behavioural log on Bromcom;
- provide praise, rewards and reinforce positive behaviour;
 - Award at least two merits per lesson
 - Use praise within the classroom
 - Offer postcards home, stickers, stamps and other small rewards where appropriate
 - nominate students for growth mindset awards
 - nominate students for subject awards bi-annually
 - act as an assessor for the KSHS Challenge Award
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole School community and ensure that most of the students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
 - more frequent engagement with parents;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - time in a student support unit;
 - allocation of a key worker;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment referral is required e.g. Early Help, an Education Health and Care Plan; and/or referral to BOSS (Behaviour Outreach Support Service);
 - designing a Pastoral Support Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents regular progress grade reports on their child's academic progress and effort and arrange Parents' Evenings during which progress will be discussed;

and

- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts and action plans put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

5 STANDARDS OF BEHAVIOUR

Punctuality and attendance

Students should:

- arrive on time at KSHS each day
- arrive at their lessons on time
- aim for 100% attendance and punctuality

Behaviour and conduct

Students should:

- ensure that all electronic devices such as mobile phones, tablets, watches are out of sight and always switched off and in their school bag
- refrain from bringing items of high value into KSHS (we do not accept responsibility for loss, damaged or stolen items)
- ensure that standards of uniform and appearance are excellent -
- wear appropriate outdoor clothing; no excessive jewellery (see uniform policy), no facial piercings, hair colour should be natural
- not wear non-uniform items in and around school.
- limit eating and drinking to the designated areas and dispose of litter and food waste in the bins provided
- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- use polite and appropriate language and communication when addressing members of the KSHS community and in public settings representing the KSHS community
- follow reasonable instructions first time or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e., bullying)

Moving safely around the school site

Students should:

- ensure they are in full uniform whilst moving safely around the site, arriving, and departing from KSHS
- be courteous to staff, other students, visitors, and all members of the public
- be quiet and receptive when lining up as a year group and being addressed by a member of staff
- never behave in a manner or indulge in any behaviour which could seriously be detrimental to their own or others' health/wellbeing

Behaviour for Learning

Students should:

- wait quietly outside a classroom prior to the start of a lesson
- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and be ready to start work
- listen to the best of their ability when a staff member is addressing the class
- refrain from shouting or calling out
- be equipped: student planner, appropriate bag, PE kit, stationery
- refrain from consuming hot food or drinks purchased from any external establishments in or around the KSHS site; this includes takeaway purchases, energy drinks, and chewing gum
- ensure that toilet visits are taken during breaks unless the student has a medical condition, in which case a medical pass will be issued by the appropriate Head of Year (reasonable adjustment) or an emergency / real need.
- take the necessary care and time to ensure that homework and classwork in books is presented appropriately
- work to the very best of their ability in each lesson showing focus and diligence
- record all homework in planners and ensure it is completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork present serious difficulty

Representing KSHS

Students are expected to demonstrate an appropriate standard of conduct on their journey to and from the schools and in any situation where they are ambassadors for the schools. Students are expected to:

- arrive at and leave the KSHS in full uniform
- always demonstrate politeness and courtesy
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public / wider community and ensure that public areas and property are treated respectfully.

6 REWARDS

The achievements and contributions of students, both as individuals and groups, should be recognised and commended.

Rewards are given for behaviours both in and beyond the classroom, including in the local community for displaying positive actions and attitudes. Student rewards at KSHS are extensive and include a variety of rewards, both individual and for tutor groups, such as bronze, silver, gold and platinum merit certificates and rewards, growth mindset awards, postcards home, end of term celebration assemblies, tutor group prizes and other end of term events.

Students can be awarded merit points for several different reasons:

- excellent classwork
- homework of a consistently high standard
- high attainment
- positive progress
- excellent attitude to learning
- services to the school community
- services to the wider community
- acts of kindness to others
- full and outstanding participation in school-based events
- politeness, courtesy, and good manners
- being a positive role model for others
- continuous improvement across all aspects of the school
- Certificates are awarded for 100, 200, 300 and 400 merits.

Accumulation of achievement points will result in students being rewarded certificates, letters home, special lunches, and nominal prizes each term. We are committed to rewarding at all levels as a means of celebrating achievement across the entire community. All reward systems will be kept under review to ensure that no group of students is significantly under-represented or disadvantaged by the reward criteria.

Growth Mindset Awards

Students are nominated for demonstrating a good growth mindset by teachers or support staff. Names are published in the school newsletter and postcards presented to students to take home every two weeks.

Celebration of Academic Achievements and Commitment to Learning Assemblies

These Assemblies will take place during the Spring Term and at the end of the Summer Term. Students will be awarded:

- Subject prizes (8 nominees per subject in KS3 and in the ratio 1:10 in KS4 and KS5).
- Head of School's Award for students who have more than four nominations from different subject staff.
- Award for the highest merit achiever (Term 6 only)
- 100% attendance awards (Term 6 only).
- Sporting Colours for representing the school in extracurricular sporting activities.
- KSHS Challenge Awards – Junior, Intermediate and Senior (Term 6 only)

Junior and Senior Prizegiving ceremonies also celebrate academic performance, contribution to the school and cultural and sporting success.

Praising and rewarding students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, recognise the success of others and help them to become positive members of society. Praising students is something teachers do all the time in lessons. Verbally acknowledging student efforts, achievements, attitude, and behaviour is an integral part of school life.

Praise

Verbal – verbal praise is used to reward students, either individuals or groups.

Written – either in exercise books or on individual pieces of work.

Individual departments also recognise good work and progress using a variety of methods including postcards sent home to parents and stickers.

7 SANCTIONS

These are examples of typical sanctions. Whilst fairness and consistency is important the school reserves the right to issue reasonable sanctions, on case by case basis ensuring reasonable adjustment where relevant.

Sanction	Example	Description	Responsibility
Advice and Guidance	Overzealous play. Behaviour/actions that disrupt learning. Lack of kit/books/equipment. Uniform issues. Name calling of a non-overly offensive manner. Poor behaviour in the wider community. Poor standard of work/lack of effort. Littering/eating outside designated areas. Chewing gum. Accessing out of bounds areas. Late to lesson without good reason.	Informal conversation between staff member and student. Viewed as an 'informal' warning. Signing of uniform card.	All staff
Formal Warning	Casual verbal remarks (homophobic/racist) Unpleasant / unkindness to others Engaging in argument over Advice and Guidance. Poor behaviour during free time. Dress code not observed despite reminders. Poor behaviour in the wider community (parents notified). Late to form period without good reason (Tutors to deal with in the first instance). Defiance.	More serious than 'Advice and Guidance'; formal warnings are issued to students; recorded on Bromcom and parents notified. For pastoral staff only; triggers a call home.	Heads of Year
Break/Lunch detention	Use of inappropriate language between students. Continued defiance despite prior warning. Disruptive and bullying behaviour More overzealous physical play despite warnings. Behaviour/actions that disrupt learning (continued). Defiance (continued). Lack of books/kit/equipment (Second offence). Persistent uniform issues. Minor damage of equipment/facilities. Misuse (ICT). Escalation of any Advice and Guidance/Formal Warning offence.	Detention completed at the staff member's convenience. Sanction for relatively minor offences such as use of inappropriate language, lack of equipment, etc	Teachers/ Form Tutors
Head of Department Referral (HODR) (Subject	Persistent lack of effort. Persistent disruption to learning. Serious subject-based concerns.	As escalation from a break / lunchtime detention within departments.	As escalation from (break / lunchtime detention) within departments.

report/detention)			
Friday night detention 1hr	Low level physical altercation. Sustained name calling. Use of homophobic/racist language following Formal Warning. Bullying despite Formal Warning. Defiance/disruption to learning following HODR or across several subject areas. Persistent anti-social behaviour.	Afterschool detention for more severe offences such as fighting, serious disruption to learning. Detention will last for 1 hour on a Friday evening. SLT and UPS3 and above to staff.	Heads of Year/ Senior Leadership Team
Lesson Removal	Continual disruption to learning/lack of effort in specific subject areas. Removal from lessons as result of specific inappropriate behaviour	Isolation from a specific lesson after previous sanctions have been exhausted or due to seriousness of specific incident	Heads of Department (Heads of Year to monitor)
Internal Suspension (full/half day)	Provoked aggressive behaviour/disproportionate response. Intentional homophobic/racist abuse/harassment. Swearing at a member of staff. Bullying after Formal Warning. Serious and/or persistent disruption. Truancy from lesson. Disrespectful towards member of staff. Allowing internal assessment or work to be plagiarised. Bringing the school into serious disrepute. Misuse of ICT equipment / Acceptable use policy/Misuse of Social Media Using / having banned substances on site	Provoked aggressive behaviour/disproportionate response. Intentional homophobic/racist abuse/harassment. Swearing at a member of staff. Bullying after Formal Warning. Serious and/or persistent disruption. Truancy from lesson. Disrespectful towards member of staff. Allowing exam work to be plagiarised. Bringing the school into serious disrepute.	Heads of Year/ Senior Leadership Team
Off-site provision	Further incident of aggressive behaviour/physical assault of another student. Direct offensive/defiant/seriously disrespectful language towards a member of staff. Verbal threats to a member of staff. Further homophobic/racist harassment/abuse. Further bullying incident Reckless damage. Theft (including when in uniform out of school). Persistent non-cooperation /disruptive behaviour.	Off-site provision at CGS for full or multiple days as part of a reciprocal arrangement.	Heads of Year/ Senior Leadership Team

	Using / having banned substances on site		
Fixed Term Suspension	Unprovoked/premeditated physical assault of a student. Persistent harassment and/or bullying. Possession of a banned substance/object. Serious breach of the acceptable use policy.	See exclusions section below	Head of School
Permanent exclusion	Assault towards a member of staff. Serious assault of a student. Sustained and persistent bullying. Sustained and persistent disruptive behaviour. Sustained and persistent defiance/disrespect. Organised theft. Possession of a weapon / banned item in school. Sharing/dealing of a banned substance/object.	See exclusions section below	Head of School / Executive Head and Governors

There are some additional behaviours which fall outside KSHS expectations and would be dealt with by senior members of staff at the school. In such circumstances, an investigation will take place and all relevant parties will be informed when appropriate. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Head of School. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- behaviour which may bring the reputation of the school into disrepute
- sexual relationships of any kind
- intentionally setting off the school's fire alarm
- gambling or any behaviour designed to extort possessions or funds from others
- knowingly bringing a trespasser onto the school's site
- a significant breach of health and safety
- behaviour in school which discriminates against the nine characteristics protected under the Equalities Act

Appropriate and proportionate sanction/s which may include:

- behaviour / uniform points: these are added electronically on Bromcom student records. If a student receives 5 behaviour points they will be given an after-school detention. If the student receives a second 5 points they will be seen by the appropriate Head of Year who will discuss strategies with them. Behaviour points are checked weekly by the form tutor. High standards of uniform are expected, students in Year 7-11 carry with them a uniform card. If a student wears their uniform incorrectly staff will sign the card. Five signings results in an afterschool detention.
- community service
- referral to KSHS removal room
- liaison with outside professional agencies to gain further support
- meeting with members of the Local School Board
- fixed-term exclusion
- permanent exclusion

8 DETENTIONS / COMMUNITY SERVICE

Detentions are set for several reasons which may include:

These detentions are run centrally each day and over lunchtime. After school detentions are run by senior staff on a Friday after school.

Parents and carers will be informed of after school detentions by an appropriate member of staff to ensure all support is in place to complete the detention successfully.

When setting detentions staff at the school will consider:

- the welfare of the child
- access to food drink and toilet facilities during any detention
- whether the child has caring responsibilities
- whether parents/carers should be informed of the detention and any travel arrangements.

The school will make reasonable adjustments for the thresholds outlined above for accumulating behaviour referral points as we recognise students' needs are very different and may be due to an underlying or diagnosed special educational need / disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the School's SENCO and inclusion team will be involved throughout in trying to ensure the student's needs are being met whilst still adhering to the high standards the school sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of student need and in collaboration with all relevant stakeholders.

9 GIRLS ON BOARD

The school uses the girls on board approach to support students when they fall out. Unless there is a specific wrong-doing or bullying takes place, Girls on Board will replace the justice tools approach and will instead bring all the girls in a form group together to explore and re-enforce the key principles:

- All girls fear having no friends.
- Adults can only help in very limited ways.
- A girl without a friendship group is a problem for *everyone* because whichever group she eventually joins will be changed in some way by her arrival.

The girls on board approach will not prevent girls from falling out, but it will help them sort their own friendship problems and minimise the distress that they might experience.

10 PROHIBITED ITEMS / SEARCHING STUDENTS

The following items are banned from the KSHS premises and school visits:

- any item that could be used with the intention of causing harm
- alcohol / drugs
- fireworks
- cigarettes or any smoking / vaping / e-cigarettes devices, paraphernalia or lighters
- stink bombs / water bombs
- mobile phones (see mobile phone policy)
- aerosols
- chewing gum
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind.

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

The law relating to searches

KSHS has the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object e.g., a weapon or illegal drug, or any other item on the prohibited items list above which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 11 of [the DFE's Behaviour and Discipline in Schools Guidance](#), with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).

Only the Head of School or a member of schools staff officially authorised by the Head of School, can undertake the search of a student, and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the Head of School or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions will be carried out with due consideration for the student's personal dignity, health, and safety, the CIT Safeguarding policy, and the CIT Equality policies. Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the schools may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity, which means that, a search may significantly escalate a situation. In such circumstance, the schools would deal with the situation in a different way, bespoke to the needs of the child to ensure all students remained safe.

Searches without Consent

Students may be searched for the following items without their consent and without the consent of their parents/carers:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

any article that the member of staff reasonably suspects has been, or is likely to be, used:

- i) to commit an offence,
- ii) to cause personal injury to, or damage to the property of, any person (including the student)

Members of staff at KSHS can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and

cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items that are not on the list above. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Head of School may carry out searches without consent.

Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching, or break the schools' rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching, or break the schools' rules. School staff can seize any prohibited item found because of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the schools will act in line with statutory guidance issued by the Department for Education.

The screening of pupils via a walk-through metal detector or hand-held metal detector (arch or wand) will be permitted regardless of whether they suspect the student of having a weapon, vape or other school banned substance and without the student's consent.

Pupils who refuse to be screened will be appropriately sanctioned in line with the Behaviour Policy and may be moved to a safe area away from others.

Searches with consent

The school may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in the schools that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the school's latest complaints policy.

Confiscation of articles

Schools staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The School will follow the Department for Education guidance 'Screening Searching and Confiscation – advice for headteachers, staff and governing

bodies'(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, students, and visitors. The CIT policy on drugs applies to all CIT and CIT-related activities whether on or off site. This includes the journey to and from the school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances, and legal highs.

The school will consider guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the KSHS behaviour policy. The sanction is likely to include permanent exclusion or fixed term suspension from KSHS. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important (using is for that student's use only found with the illegal drugs, dealing is classed as the intention to supply others with illegal drugs both for profit and non-profit purposes). Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy. Usually the school will inform parents/carers when their child has been found to be involved with drugs, but where there are potential safeguarding issues, the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

11 BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at KSHS. Students who feel they are being bullied either in or outside the schools can report it to any member of staff. This also applies to parents/carers who are encouraged to report any incidents of bullying to the school where a thorough investigation will take place. Any student seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the KSHS behaviour and CIT anti-bullying policy.

12 SOCIAL MEDIA

This applies to all forms of social media and the use of social media for both school purposes and personal use that may affect the school, students, or staff in any way. All staff are aware of the dangers of social media and students; parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff at the school. Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate student sanctions:

- damage to the school or its reputation even indirectly

- use that may defame school staff or any third party
- use that may harass, bully, or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the school is in place. The school has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions.

13 USE OF REASONABLE FORCE

The school will follow the Department of Education advice 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

(<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff at the school have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force will only be used when necessary and as a last resort.

Where the use of force has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (an annex to the Behaviour Plan) and share this with the parents.

Other relevant Policies:

KSHS Mobile Phone and Devices Policy
 CIT Anti-Bullying and Harassment Policies
 CIT ICT Acceptable Use (Students) Policy
 CIT Complaints Policy
 CIT Use of Reasonable Force Policy
 CIT Child Protection and Safeguarding Policy
 CIT SEND Policy
 CIT Drugs Policy

Appendices:

Appendix 1 Suspensions and Inclusions
 Appendix 2 Sixth Form Behaviour

Agreed by the KSHS Local School Board on 8th October 2026

Review date: September 2027 (annually)

Appendix 1 Suspensions and Inclusions

Suspensions, Safeguarding Separation and Permanent Exclusions

Statement of Principle

At Kesteven and Sleaford High School, we believe that learning is the primary purpose of education and that every student has the right to learn in a calm, safe and disruption-free environment. We are committed to maintaining high expectations of behaviour whilst ensuring that all students are treated fairly, consistently and with dignity.

Suspension and permanent exclusion are serious sanctions and are used only when all reasonable alternatives have been considered, or where the severity of an incident makes such action unavoidable. We recognise the impact that suspension and exclusion can have on students and their families and therefore seek, wherever possible, to provide support and intervention to address concerns before formal sanctions become necessary.

The school is committed to:

- Promoting inclusive practice.
- Meeting its duties under the Equality Act 2010.
- Meeting its statutory responsibilities for students with Special Educational Needs and Disabilities (SEND).
- Making reasonable adjustments where appropriate.
- Considering the needs of vulnerable students before decisions are made.
- Using suspension and exclusion only where lawful, proportionate and necessary.

Permanent exclusion will always be a last resort.

Safeguarding Separation

The school may, where necessary, implement a period of **Safeguarding Separation**.

Safeguarding Separation is not a suspension or a permanent exclusion and is not used as a disciplinary sanction. It may be used where there is a significant safeguarding concern or where separation is required to protect the welfare of students or staff whilst investigations or support arrangements are being implemented.

Any decision to use Safeguarding Separation will:

- Be based upon a risk assessment.
- Be proportionate to the identified risk.
- Be reviewed regularly.
- Take account of SEND, safeguarding and equality considerations.
- Include arrangements to ensure continued access to education.

The Local School Board will receive appropriate monitoring information regarding the use of Safeguarding Separation.

Alternatives to Permanent Exclusion

Before considering permanent exclusion, the school will consider whether alternative strategies may be appropriate, including:

Managed Moves

A managed move may be considered where it is believed that a change of educational setting would better support a student's educational and behavioural needs.

Managed moves:

- Will only be undertaken with parental agreement.
- Require the agreement of both schools.
- Will not be used as an informal exclusion.
- Will not be used for off-rolling purposes.

Off-site Direction

The school may direct a student to attend alternative provision off-site where this is considered beneficial in improving behaviour and preventing suspension or permanent exclusion.

Students directed off-site remain on the roll of Kesteven and Sleaford High School and their progress, attendance and welfare continue to be monitored by the school.

Prohibition of Informal Exclusion and Off-Rolling

The school will not use:

- Informal or unofficial exclusions.
- Unlawful exclusions.
- Reduced timetables without appropriate processes and reviews.
- Managed moves as a substitute for suspension or exclusion procedures.
- Off-rolling or other practices designed to remove students from the school roll inappropriately.

Any absence from school linked to behaviour management will be implemented only in accordance with statutory guidance.

The Decision to Suspend

Only the Executive Headteacher, or in their absence the most senior member of staff on site acting with delegated authority, may suspend a student.

A suspension may be considered where a student's behaviour represents a serious breach of the Behaviour Policy or where their continued presence in school would seriously harm the education, welfare or safety of others.

Before deciding to suspend, the Executive Headteacher will:

- Ensure a full investigation has been undertaken.
- Consider all available evidence.
- Give the student an opportunity to provide their account.
- Keep an appropriate record of the investigation.
- Consider the views of staff involved.
- Consider all safeguarding implications.
- Consider whether the student has SEND, an EHCP or disability.
- Consider whether reasonable adjustments have been made.
- Consider whether the behaviour may be linked to unmet needs.
- Consider whether further support or intervention could reasonably be provided.

The standard of proof used will be the **balance of probabilities**.

Circumstances Where a Student May Be Required to Leave the Site

There are five circumstances in which a student may be required to leave the school site:

a) Suspension

Where a formal decision has been made to suspend a student.

b) Serious Criminal Allegation

Where a serious criminal offence has allegedly been committed outside school and the Executive Headteacher determines that education off-site is necessary while investigations take place.

c) Medical Reasons

Where a student's attendance presents a significant health and safety risk. This is not a suspension.

d) Uniform or Appearance Issues

Where permission has been granted to remedy a breach of uniform requirements. This is not a suspension and is recorded as an authorised absence.

e) Refusal to Comply With Screening

Where there is reasonable suspicion that a student is carrying a prohibited item and they refuse screening. This is not initially a suspension, although suspension may follow a full investigation.

Behaviour That May Result in Suspension

Examples include, but are not limited to:

- Verbal abuse of staff or students.
- Physical abuse of staff or students.
- Serious disruptive behaviour.
- Bullying, including cyberbullying.
- Sexual harassment or sexual assault.
- Damage to property.
- Theft.
- Possession of prohibited items.
- Carrying an offensive weapon.
- Possession, misuse or supply of illegal substances.
- Serious actual or threatened violence.
- Arson.
- Persistent breaches of the Behaviour Policy.

This is not an exhaustive list.

Suspensions will be for the shortest period reasonably possible.

The total number of days a student may be suspended in a school year must not exceed 45 school days.

Reintegration Following Suspension

Following any suspension, a reintegration meeting will normally take place involving:

- The student.
- Parents/carers.
- A senior member of staff.
- The SENDCO (where appropriate).

The purpose of the meeting is to:

- Review the incident.
- Identify support needs.

- Agree strategies to prevent recurrence.
- Consider additional interventions.

Where a student has SEND, the reintegration process will include review of:

- Reasonable adjustments.
- Existing support plans.
- EHCP provision where applicable.
- Advice from specialist services where appropriate.

Repeated suspensions for students with SEND may indicate unmet needs and will trigger a review of support arrangements.

Permanent Exclusion

Permanent exclusion is an exceptionally serious sanction and is used only when:

- There has been a serious breach of the Behaviour Policy; and/or
- Allowing the student to remain in school would seriously harm the education or welfare of others.

Permanent exclusion is always a last resort.

Prior to making a decision, the Executive Headteacher will consider:

- All available evidence.
- SEND and Equality Act responsibilities.
- Reasonable adjustments.
- Safeguarding considerations.
- Alternative interventions.
- Managed moves.
- Off-site direction.
- External support services.

A permanent exclusion may result from:

- Serious violence.
- Sexual assault.
- Serious bullying.
- Possession or supply of illegal substances.
- Carrying an offensive weapon.

- Other exceptionally serious incidents.

This list is not exhaustive.

Notification of Suspension or Permanent Exclusion

Parents/carers will be informed without delay of any suspension or permanent exclusion.

Written communication will include:

- The reason for the decision.
- The length of any suspension.
- Arrangements for education during the absence.
- Details of representation rights.
- Details of Local School Board review arrangements.

Where a student has:

- A Social Worker.
- An Education, Health and Care Plan.
- Looked After Child status.
- Previously Looked After Child status,

the school will take reasonable steps to notify the relevant professionals, including the Social Worker and Virtual School Head where appropriate.

Rights of Parents Following Permanent Exclusion

Where a permanent exclusion is confirmed, parents/carers will be informed of:

- Their right to make representations to the Local School Board.
- Their right to request an Independent Review Panel.
- Their right to request the attendance of a SEND expert at the review.
- Relevant timescales and procedures.

Local School Board Review

The Local School Board will establish a review panel in accordance with statutory guidance.

The panel will review:

- Any permanent exclusion.

- Any suspension resulting in more than 15 school days of suspension in a term.

The panel will consider:

- Procedural fairness.
- Compliance with statutory guidance.
- SEND duties.
- Equality duties.
- The evidence supporting the decision.

Appendix 2 Sixth Form Expectations

1. Overview

All Sixth Form students are expected to adhere to the whole school behaviour policy, however, there are a number of adjustments that are in place to reflect the age and maturity of Key Stage 5 students. The highest of standards of behaviour are expected from all Sixth Form students and the Sixth Form and school culture strives to establish a calm, safe and supportive environment whereby students feel respected and valued. Students are encouraged to be personally responsible for their own conduct and behaviour and to work with other members of the school community to achieve their personal and academic potential.

All members of the school community are expected to adhere to this policy.

2. Rewards

The school believes that it is important to encourage good conduct by celebrating and rewarding good behaviour. Following the issuing of tracking grades, students who have demonstrated high levels of effort are awarded letters of commendation as a formal acknowledgement of their achievements. Following the October set of tracking grades, Year 13 students are able to earn the opportunity to receive home study. Home study allows students who have demonstrated academic responsibility, high levels of conduct and behaviour and high levels of effort the opportunity to work from home for up to two afternoons a week. Students will have the opportunity to receive prizes in our Rewards Assemblies and to reward academic progress and achievement, we hold an annual Senior Prizegiving event for Years 11 to 13.

3. Sixth Form Expectations and Code of Conduct

All Sixth Form students are expected to adhere to the Sixth Form Code of Conduct and to work with the school to allow for the meeting of their academic, personal, social and emotional needs. All Sixth Form students are required to complete the 'Student Agreement' which indicates the fundamental expectations that the school have of them when starting their Key Stage 5 courses. All students are expected to:

- Adhere to the Sleaford Joint Sixth Form Student Agreement
- Demonstrate consistently high positive attitude and commitment to their education, including consistently high levels of respect for others
- Respect the individual rights of all members of the school community
- Maintain high levels of attendance (over 90%)
- Year 12 must remain on the school premises, other than during break times and when travelling between Carre's, KSHS and St George's Academy for lessons
- Attend all lessons punctually. This includes Supervised Study, Enrichment, Assemblies, Core and Extended Project Qualification lessons
- Attend tutor time each morning at 8:45am
- Adhere to the expectations of the Sleaford Joint Sixth Form Dress Code
- Adhere to the school ICT Code of Conduct
- Accept responsibility for their own learning with the support of teachers
- Complete all work to the required standard by the required deadline by using time, in school and at home, effectively
- Promptly catch up with all missed work by liaising with subject teachers following a period of absence
- Act as a positive role model for younger students and behave in a manner which is expected of a Sixth Form student
- Take advantage of Enrichment and super-curricular opportunities to improve key skills and enhance employability

- Demonstrate a collective responsibility for Sixth Form workspaces
- Be responsible for ensuring that all work submitted is your own and that sources are referenced appropriately.

4. Discipline Procedure

Sixth Form students are encouraged and supported to display the highest levels of behaviour and conduct at all times. When a student fails to meet these expectations, they can expect members of the Sixth Form team to consider the most appropriate action that reflects the circumstances on an individual case basis.

4.1 Sixth Form Detentions

The Sixth Form strives to treat students like an adult, but the school operate a Sixth Form detention for students who fail to meet our expectations. Students are supported to take responsibility for their own behaviour and learning and are encouraged to understand the intrinsic reward of success, but also acknowledge that behaviour has consequences; cooperative behaviour results in rewards while uncooperative behaviour results in a negative consequence. Detentions can be issued by any member of staff. Students are placed into a 20-minute detention on a Friday breaktime for transgressions which do not require formal disciplinary action. The detention offers the opportunity for quiet reflection or for a mentoring conversation to ensure that support is put in place to avoid such behaviour in the future. Students who are issued with a Sixth Form detention will not be placed on the formal Discipline Code.

4.2 Discipline Code of Practice

The Sixth Form Discipline Code of Practice is based on the system that is used in the workplace and includes a four-part system. Students should be aware that the vast majority of Sixth Form students complete their two-years without being placed on the Discipline Code. Equally, students should acknowledge that failure to meet the expectations that we have of Sixth Form students regarding attendance, work ethic, conduct and behaviour, SJSF dress code and effort will result in the Discipline Procedure being implemented.

- Stage 1.** An official verbal warning will be issued by a member of the Sixth Form Team. A letter will be sent home to explain that a verbal warning has been issued.
- Stage 2.** A written warning will be issued by the Head of Sixth Form. A copy of the written warning will be sent home.
- Stage 3.** A written warning will be issued by the Head of School . A copy of the warning will be sent home.
- Stage 4.** Head of School's review. A review of the students' place within the Sixth Form will be conducted. Parents/carers and the student will attend a review meeting.

4.3 Behaviour for Learning Sanction Guidance

Sanction	Example	Further Support/Sanction
Detention	Failure to wear student lanyard. Failure to sign in/out correctly on a SJSF site. Overzealous behaviour (e.g. pushing and shoving). Behaviour/actions that disrupt learning. Lack of bit/books/equipment. SJSF Dress Code not adhered to. Chewing gum. Poor behaviour in the wider community.	Restorative mentoring conversation with a member of staff.

	Poor behaviour during non-contact time. Late to lesson without good reason. Poor standard of work/lack of effort. Littering/eating outside of designated Sixth Form areas. Defiance towards staff (first offence). Use of bad language between students.	
Stage 1	Escalation of an offence sanctioned with a Sixth Form Detention. Bullying (first offence). Accessing out-of-bounds area during school hours. Continued defiance (despite prior warning). Continued overzealous behaviour despite warnings. Behaviour/actions that disrupt learning (continued). Persistent SJSF Dress Code issues. Minor damage to equipment/facilities. ICT misuse. Plagiarism. Possession of a banned substance/object. Truancy from a lesson, tutor time, assembly, Core session or Enrichment. Persistent lateness. Bringing the school into disrepute. Untargeted offensive verbal remarks (e.g. homophobic or racist language)	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.
Stage 2	Escalation of an offence previously sanctioned. Physical altercation between students. Sustained bullying, including name calling. Bringing the school into serious disrepute. Persistent non-cooperation/disruptive behaviour.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.
Stage 3	Escalation of an offence previously sanctioned. Plagiarism of a formally assessed piece of work (e.g. NEA, assignment). Deliberate/targeted use of homophobic/racist language. Unprovoked/premeditated physical assault of a student. Possession of an illegal substance/object. Sustained and persistent bullying. Shoplifting.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events. removal. Fixed term suspension.
Stage 4	Escalation of an offence previously sanctioned. Assault towards a member of staff. Serious assault of a student. Organised theft (including when in uniform outside of school). Possession of a weapon in school. Sharing/dealing of a banned substance/object.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events. Internal removal. Fixed term suspension. Permanent exclusion.

4.4 De-escalation of Formal Disciplinary Action

Following placement on a stage of the Sixth Form Discipline Code, a review will take place at the end of the following half term. If the student has improved their behaviour, then consideration will be made regarding de-escalating the stage that they are on. For example, a student placed on Stage 2 of the Discipline Code who has no further concerns raised could be taken down to a Stage 1 at the end of the half term. If the student then completed a further half term with no concerns raised, they could then be removed from a Stage 1 and would return to a clean discipline record.