



## **Kesteven and Sleaford High School**

**A Robert Carre 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.



## 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 Governance Tier

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the Headteacher 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 Headteacher. 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 presents 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).
- Headteacher'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.

<b>Sanction</b>	<b>Example</b>	<b>Description</b>	<b>Responsibility</b>
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	<p>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.</p>	<p>Afterschool detention for more severe offences such as fighting, serious disruption to learning.</p> <p>Detention will last for 1 hour on a Friday evening.</p> <p>SLT and Heads of Year to staff.</p>	<p>Heads of Year/ Senior Leadership Team</p>
Lesson Isolation	<p>Continual disruption to learning/lack of effort in specific subject areas. Removal from lessons as result of specific inappropriate behaviour</p>	<p>Isolation from a specific lesson after previous sanctions have been exhausted or due to seriousness of specific incident</p>	<p>Heads of Department (Heads of Year to monitor)</p>
Isolation-full/half day)	<p>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</p>	<p>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.</p>	<p>Heads of Year/ Senior Leadership Team</p>
Off-site exclusion	<p>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.</p>	<p>Off-site isolation at CGS for full or multiple days as part of a reciprocal arrangement.</p>	<p>Heads of Year/ Senior Leadership Team</p>



	Using / having banned substances on site		
Fixed Term Exclusion	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	Headteacher
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	Headteacher/ 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 Headteacher. 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 isolation room
- liaison with outside professional agencies to gain further support
- meeting with members of the Local Governance Tier
- 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 Headteacher or a member of schools staff officially authorised by the Headteacher, 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 Headteacher 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 RCT Safeguarding policy, and the RCT 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 Headteacher 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 RCT policy on drugs applies to all RCT and RCT-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 or fixed term exclusion 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 RCT 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.

### **14 EXCLUSIONS**

At KSHS we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning. To support this ethos, it may be necessary to consider exclusion when all other strategies have been exhausted, because of behaviour which may threaten these core principles.

Incidents that may lead to an exclusion will involve the parent/carer attending a reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENDCO will be involved for all children with an EHCP and one of the SENDCO team for all children on SEND Support.

1. Principles
2. The decision to exclude
3. Fixed-term exclusion
4. Permanent exclusion
5. Investigation
6. The Headteacher's Decision
7. Notification
8. The Governance Tier and the Appeal Process
9. Informing parents / carers
10. Behaviour Outside the school Gates

#### **1. Principles**

The school is a learning institution which aims to provide positive life chances for all its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted and all reasonable adjustments made. The decision to exclude is never taken lightly and careful consideration is taken of all the facts and the surrounding circumstances before reaching a decision to exclude. The only person able to exclude is the Headteacher or in the absence of the Headteacher, the next most senior member of staff on site.

We recognise the detrimental impact on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from fixed-term or permanent exclusion of a student and will try hard to avoid this.

Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate

We take account of the Equality Act and our duty not to discriminate against students for any reason

We also take account of our statutory duties in relation to SEND and the reasonable adjustments the school makes to ensure all students' needs are met to the best of the school's ability. We aim to ensure parents and carers are kept up to date and suitably always informed

## **2. The decision to exclude**

The decision to exclude is made solely by the Headteacher, or the Executive Headteacher in his/her absence.

There are five circumstances where a student may be required to leave the school site with the authorisation of the Headteacher / Executive Headteacher:

- (a) where a decision has been made to exclude
- (b) where a student has committed a serious criminal offence outside the jurisdiction of the school, and it is determined by the Headteacher or Executive Headteacher that it is in the interests of the community for the student to be educated off-site while investigations take place. (This is not necessarily an exclusion although fixed term exclusion may be deemed appropriate by the Headteacher / Executive Headteacher in such circumstances)
- (c) where, for medical reasons (such as contagion, risk to an unborn child), the presence of a student represents a serious risk to the health or safety of other students or staff. This not an exclusion
- (d) if a student is given permission by the Headteacher / Executive Headteacher to leave the premises briefly to remedy a breach of the school rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence
- (e) where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance, which could lead to exclusion following a full investigation

The decision to exclude a student is not taken lightly and the Headteacher / Executive Headteacher will:

- ensure that a thorough investigation has been carried out
- consider all the evidence available to support the allegations
- allow and encourage the student to give their version of events (with appropriate support to do so when needed)
- keep a written record of the actions taken including the signed statements of witnesses
- be confident that the procedures detailed later in this policy have been carried out
- ensure SEND expert advice has been considered, with appropriate and reasonable adjustment made if deemed appropriate

- ensure that parents/carers have been kept informed throughout the process and consulted where appropriate

The standard of proof applied when deciding to exclude is 'balance of probabilities. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be

Exclusion will not be used consequently for the following:

- minor incidents such as a failure to complete homework
- poor academic performance
- lateness or truancy
- breaches of school's rules on uniform or appearance except where these are persistent or in open defiance of such rules
- as a punishment for the behaviour of a parent / carer

Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection

The decision to exclude a student for a fixed term may be taken in response to breaches of the school's behaviour for learning policy

Examples of behaviour that may lead to a fixed-term exclusion include the following:

- verbal abuse of staff or students
- physical abuse of staff or students
- indecent behaviour
- damage to property
- misuse of illegal drugs or other substances
- theft
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- carrying and / or supplying an illegal substance
- carrying an offensive weapon\* or banned item
- arson
- persistent poor behaviour contrary to acceptable behaviour outlined in the school behaviour policy
- bullying, including cyber-bullying

\*A weapon is defined as any item made or adapted for causing injury

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher or Executive Headteacher judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon, or misusing / carrying / supplying an illegal substance, or being part of a group involved in such activity, but the evidence is not sufficient, they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern, they will run the risk of exclusion. Exclusion will always be applied for the shortest time deemed possible as the schools recognise the impact missed days have on the long-term educational progress of the student/s involved.

The Headteacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year

During a fixed-term exclusion of 5 or fewer days, work will be set by the schools for the student to complete at home. This work should be returned completed at the end of the exclusion for marking



For an exclusion of longer than 5 days, the schools will arrange full-time alternative educational provision from the sixth day of exclusion

Before the end of any fixed-term exclusion, parents / carers will be invited to attend a reintegration meeting at the schools with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The schools will consider all further support if needed to help the student, including referral to the behavioural/pastoral support team within the school for a behaviour support programme / positive intervention or to external agencies if appropriate

During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued

Repeated use of fixed-term exclusion for children with an EHCP (and potentially those on SEN Support, especially those undergoing statutory assessment and likely to get an EHCP), could be considered ineffective or failing to meet a child's needs. The schools will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues and specialists such as an educational psychologist, speech, and language therapist etc.

### **3. Permanent Exclusion (Level 3 Exclusion)**

Permanent exclusion is an extremely rare sanction at the schools and always avoided wherever possible. The decision to permanently exclude is taken only:

- a) in response to serious breaches to the school's behaviour for learning policy
- b) if allowing the student to remain would seriously harm the education or welfare of that student or others at the schools

A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the schools have exhausted all available strategies for dealing with the student and is a last resort.

There may be exceptional circumstances where, in the judgement of the Headteacher / Executive Headteacher, it is appropriate to permanently exclude a student for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- serious bullying, including cyber-bullying
- possession of an illegal substance and/or supplying an illegal substance
- carrying an offensive weapon

Again, this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

### **4. Investigation**

Any investigation of the incident will be carried out in accordance with DFE guidance. The student at risk of exclusion will be given the opportunity to have his / her say wherever possible. Each case will be judged on the facts and the context considering:

- The degree of severity of the offence
- The likelihood of re-occurrence
- The student's previous behavioural record
- Contributory factors (e.g., recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment)
- Support provided
- The wider Behaviour Policy, SEND Policy and Equality Law obligations

## **5. Headteacher/ Executive Headteacher Decision**

The decision to exclude will be made after a review of the evidence available (including that gathered during any investigation) and will be on the balance of probabilities – i.e., is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breach of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

## **6. Notification**

Once a decision to exclude has been made, parents will be contacted at the earliest opportunity, by telephone if possible.

## **7. Local Governance Tier and the Appeal Process**

The school has a Local Governance Tier (LGT) which has responsibility for reviewing decisions in relation to exclusions. The LGT will establish a Panel to review any exclusion which results in a student being excluded for more than 15 school days in any term, or any permanent exclusion.

## **8. Informing parents / carers**

Following any decision to exclude, the Headteacher/ Executive Headteacher must inform parents/carers, putting the decision to exclude in writing and stating the date the exclusion takes effect. The school follows the statutory guidance from the DfE

[www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

Level 1 exclusions	less than 15 days
Level 2 exclusions	more than 15 days
Level 3 exclusions	permanent

## **9. Behaviour outside the School gates**

Our exclusion and behaviour policy covers behaviour not only within the school but outside the schools. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- taking part in any school-organised or school-related activity
- travelling to or from the schools
- wearing our school uniform, or in some other way identifiable as a KSHS student
- or for behaviour which at any time:

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

Even where the conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public or could adversely affect the reputation of the school.

**Other relevant Policies:**

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

**Appendices:**

Appendix 1 Sixth Form Behaviour

**Agreed by SLT November 2024**

**Review date: November 2025 (annually)**

## **Appendix 1 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 Headteacher . A copy of the warning will be sent home.
- Stage 4.** Headteacher'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. Poor behaviour during non-contact time.	Restorative mentoring conversation with a member of staff.

	<p>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.</p>	
Stage 1	<p><b>Escalation of an offence sanctioned with a Sixth Form Detention.</b>          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)</p>	<p>Restorative mentoring conversation with a member of staff.          Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.</p>
Stage 2	<p><b>Escalation of an offence previously sanctioned.</b>          Physical altercation between students.          Sustained bullying, including name calling.          Bringing the school into serious disrepute.          Persistent non-cooperation/disruptive behaviour.</p>	<p>Restorative mentoring conversation with a member of staff.          Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.</p>
Stage 3	<p><b>Escalation of an offence previously sanctioned.</b>          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.</p>	<p>Restorative mentoring conversation with a member of staff.          Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.          Internal isolation.          Fixed term exclusion.</p>
Stage 4	<p><b>Escalation of an offence previously sanctioned.</b>          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.</p>	<p>Restorative mentoring conversation with a member of staff.          Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.          Internal isolation.          Fixed term exclusion.          Permanent exclusion.</p>

#### **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.