



KINGSTON GRAMMAR SCHOOL

FOUNDED 1561

BEHAVIOUR POLICY

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1. INTRODUCTION

1.1. Kingston Grammar School (“the School”) has high expectations of student behaviour and conduct, and this is reinforced by both a Reward and Discipline strand, but also in creating a positive and accepting school Culture across all areas of school life. In particular the School strives to:

- Promote excellent behaviour in all our students
- Provide a supportive environment for all our students
- Ensure our students can learn in a safe and secure, calm and supportive environment
- Ensure staff and students are protected from disruption.

1.2. The aim of this policy is to provide a clear, consistent and fair framework, to create a safe environment in which all our students can learn and reach their full potential, feeling secure whilst at School and allowing for the harmonious co-existence of all members of the school community.

1.3. This policy has regard to non-statutory guidance including:

- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)
- Searching, screening and confiscation: advice for schools (DfE, July 2022)
- Use of reasonable force: advice for headteachers, staff and governing bodies (DfE, July 2013)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, December 2020).

1.4. This policy should be read in conjunction with the School Code of Conduct, and the following related policies regarding the behaviour of students at the School. These policies complement one another as part of the whole-school approach to behaviour and safeguarding:

- Safeguarding & Child Protection Policy and Procedures (including child-on-child abuse)
- Anti-Bullying Policy (including cyber-bullying)
- Student IT Acceptable Use Policy
- Student Device Policy
- Online Safety Policy
- Smoking, Alcohol, Drugs and Other Substance Abuse Policy
- SEND Policy
- Attendance Policy



- Code of Conduct for School Trips
- Equality, Diversity and Inclusion Policy
- Exclusions Policy
- Complaints Policy.

Disciplinary ethos

- 1.5. Our school community is based upon respect, good behaviour, courtesy, kindness and fair treatment for all. Promoting the emotional well-being of all our students is key to their development. We aim to teach trust and mutual respect for everyone, and selfish and divisive behaviour is discouraged. We believe that good relations, good manners and a safe and secure, calm and supportive learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of co-curricular activities.
- 1.6. The School is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

Whole-School Approach to Behaviour

- 1.7. The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents.
- 1.8. Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.
- 1.9. The School recognises that some students may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

Leadership and Management

- 1.10. The expectations in relation to conduct and behaviour among the School community are determined by the Head. All staff are expected to uphold the whole-school approach to behaviour and to both communicate the expectations to students and demonstrate this in their own behaviour. Implementation of the disciplinary system is delegated to the Heads



of Section and overseen by the Head of Sixth Form. Heads of Year monitor and coordinate behaviour within their own respective year groups. Governors receive reward and sanction data every term, and link governors discuss trends and patterns with the relevant Heads of Section on a regular basis.

Staff Induction and Ongoing training

1.11. All staff receive a detailed induction when starting at the School. The ethos of the behaviour system and the expectations are clearly spelt out. This is reinforced regularly in staff meetings. At the start of the academic year, form tutors and pastoral teams ensure all students are aware of the behaviour expectations via a dedicated tutor period. In addition, all parents are aware of the behaviour expectations via the publication of this policy on the School's website and communications before their child joins the School.

Ongoing support

1.12. It is acknowledged that some students may struggle to access or understand the behaviour code, either through a diagnosed SEND need or because of a more time specific need. The SEND department will work with the SEND students to ensure they understand what is required of them and pastoral teams will support those students and families where additional help is required.

Behaviour Curriculum

1.13. The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

1.14. As well as stating the expectations over behaviour, the School also strives to teach the core values in all lessons - both examined subjects and through PSHE. Academic departments set their own protocols within their department, and these are talked through with students. PSHE classes explore the concepts of expectations, rules, sanctions and rewards, to discuss the wider aspects of behaviour management.



Expectations

- 1.15. It is the duty of all associated with the School to have high expectations and to strive to uphold high standards of behaviour and conduct.
- 1.16. The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents/carers are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.
- 1.17. We expect students to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. Students must follow the School Code of Conduct and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.
- 1.18. Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable.
- 1.19. Students are expected to positively promote inclusive and anti-discriminatory behaviour and to support any measures introduced by the School to promote equality, diversity and inclusion.
- 1.20. Harassment, bullying and physical threats or abuse in any form will not be tolerated including online or outside of School. Our Anti-Bullying Policy is on our website.
- 1.21. The School is strongly committed to promoting equality and diversity of opportunity, ensuring equity where needed and treating everyone equally and with respect and dignity for all, regardless of age, disability or learning difficulty, special educational needs, gender reassignment/gender transition, gender identity, marital and civil partnership status, pregnancy and maternity, race, cultural or linguistic background, ethnicity, nationality, religion or belief, sex or sexual orientation, or the fact that a student is adopted, looked after or is a carer.
- 1.22. The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for students with special educational needs and disabilities (SEND), or certain health conditions. We are mindful that not all students requiring support with behaviour will have identified SEND.



- 1.23. We expect students to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect students to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviour will be challenged as a matter of routine.
- 1.24. The School reserves the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals, which might include any of the actions listed below up to and including fixed period or permanent exclusion.

2. SCHOOL CODE OF CONDUCT

- 2.1. The School Code of Conduct is available to students on SharePoint. It is also available to parents/carers via their area of My School Portal and on the School website. Students are expected to have read and understood the School Code of Conduct and to abide by it.
- 2.2. The School Code of Conduct may change from time to time. Parents/carers agree, when signing the Parent Contract, that they and their child will comply with the School's expectations of behaviour and that they will support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the School community as a whole.
- 2.3. The Code of Conduct and this policy apply to all students on the school roll. It applies throughout the school day, whether on or off the School premises, and whenever in the care of the School, taking part in any School-organised or School-related activity such as trips and visits, travelling to and from School, wearing school uniform or in some other way identifiable as a student at the School. It also applies to any other conduct outside School (including online) that could have repercussions for the orderly running of the School, poses a threat to another student or member of the public, or could adversely affect the reputation of the School.
- 2.4. There is a separate additional Code of Conduct for School Trips.
- 2.5. All members of the School should also be familiar with and adhere to the School's related policies which are listed in the Introduction above.



3. INVOLVEMENT OF STUDENTS

- 3.1. All students deserve to learn in an environment that is calm, safe and supportive. The School promotes an ethos of good behaviour where students treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.
- 3.2. Our experience shows that the ethos of the School is enhanced by listening to our students and by encouraging constructive suggestions from them, such as during form time, Personal, Social and Health Education (PSHE) lessons, and via the School Parliament, though the School also has the right to set expectations to ensure the safety of others and the smooth running of the School. Students are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.
- 3.3. The School supports all students as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new students understand their duty to follow the Behaviour Policy, uphold the Code of Conduct and contribute to the school culture. Where necessary, extra support and induction will be provided for students who are mid-term or academic year arrivals.

4. INVOLVEMENT OF PARENTS/CARERS

- 4.1. The role of parents/carers is crucial to the School developing and maintaining good behaviour. Parents/Carers who accept a place for their child at the School undertake to uphold the school's policies and expectations of behaviour, including the Code of Conduct and this policy, when they sign the Parent Contract.
- 4.2. The School values a close relationship with parents/carers and encourages them to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents/carers to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this Policy and to reinforce it at home where appropriate.
- 4.3. In the event of any behaviour management issue, the School will liaise closely with parents/carers where practical and, if relevant, other support agencies including the Police, Early Help Agencies and Local Safeguarding Partnership Boards. The School has a number of support systems in place to meet the needs of all students. These include School Counsellors and referrals to outside professional agencies and specially trained staff.



4.4. The School welcomes feedback from parents/carers on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent/carer has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

5. REWARDS

5.1 The School regularly and publicly celebrates student success whether academic or otherwise through the use of notice boards to display work and achievements, announcements during assemblies and written recognition in school bulletins, magazines and on social media.

5.2 Students accumulate points at House events and are kept informed of positions in the league throughout the year, with the House Championship being awarded at the final assembly of the Summer Term. The House Championship is a competitive and encouraging league which promotes involvement of all students across the year groups.

5.3 Formal recognition of School and individual achievement is given at the annual Prize Giving events. A variety of academic, co-curricular and competition prizes are awarded, including individual subject, overall academic achievement and progress prizes.

5.4 The chance to review the School's opportunities for rewarding students is often discussed at suitable forums e.g. Head of Year meetings and by collating student feedback in relevant surveys and through the School Parliament. The School recognises the value in rewarding good behaviour and success and adopts a culture for this.

5.5 All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, students and parents/carers based on mutual respect, self-discipline, courtesy and good humour. All members of staff are encouraged to acknowledge and show they value good behaviour by students.

5.6 Opportunities for staff to endorse and acknowledge good behaviour arise in both formal and informal settings. Endorsements start with positive praise in any setting, e.g. classrooms, corridors and in co-curricular situations. In addition, praise can be written in books and on submitted work, letters, cards and emails sent to students and parents/carers. For excellent work or an action over and above what is normally expected, all members of staff can award Commendations and Good Conduct Awards.



6. PROMOTING GOOD BEHAVIOUR

- 6.1 The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all students. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.
- 6.2 The expectations of student conduct and the ethos and values promoted by the School are explicitly and implicitly reinforced in all lessons, assemblies, regular periods with Tutors and the PSHE programme. In addition, there are also regular themed events throughout the year (such as Anti-Bullying Week, Campaign weeks etc).
- 6.3 Students can demonstrate and are given the opportunity to lead by example by becoming Buddies, Senior and Junior Ambassadors, Prefects, Senior Prefects and Mentors, by volunteering as part of the Community Service Programme, by assisting with sports teams and at music and drama events.

Commendations and Good Conduct Awards

- 6.4 In the Lower School, 'Weekly Challenges' reward non-academic achievements, encouraging students to develop new/transferrable life skills and positively contribute to the community. 'Star of the Month' is awarded by Form Tutors in the Lower School for non-academic reasons e.g. consistently neat uniform or volunteering within the School community. This promotes a positive message that being an exemplary student involves more than academic and co-curricular success and reinforces the importance behind the School's Aims and Values. Those successful receive a commendation and a chance to win a prize at the end of term.
- 6.5 Students who reach the various milestones for commendation certificates are given a mention in assemblies and the weekly bulletin. Bronze is awarded by the Form Tutor, Silver by the Head of Year, Gold by the Deputy Heads and Platinum and Diamond by the Head.
- 6.6 If a student receives a Commendation or Good Conduct Award, the student and their parents/carers will be informed by email through their School account. The email will advise who has awarded the Commendation or Good Conduct Award and for what reason. Commendations are awarded for high standards of work and Good Conduct Awards are awarded for any act of exceptional behaviour or service above and beyond what is expected of all students.



- 6.7 Commendation and Good Conduct certificates are given when students reach 10, 20, 30 and 50 Commendations and/or Good Conduct Awards in an academic year. The appropriate Head of Year and Heads of House will manage the list of commendations awarded for their year group. In addition, Heads of Year award prizes at the end of each term for individuals, groups, Tutor Groups or Houses who have done especially well.
- 6.8 Staff can recommend a student for a Head's Commendation. If successful, students will be invited to see the Head to discuss their success. Parents/carers will be advised of this.

7. RESPONDING TO MISBEHAVIOUR

- 7.1 When a member of staff becomes aware of a misbehaviour, they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of students and staff and to restore a calm environment. School staff will respond in a consistent, fair and proportionate manner so students know with certainty that misbehaviour will always be addressed.
- 7.2 The School's aim in any response to misbehaviour is to maintain the culture of the School, restore a calm and safe environment in which all students can learn and thrive, and to prevent a recurrence of the misbehaviour.
- 7.3 To achieve these aims, the School's response to behaviour will consider the following purposes:
- Deterrence - the use of sanctions as an effective deterrent for a specific student or a general deterrent for all students at the School
 - Protection - a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
 - Improvement - supporting students to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

8. SANCTIONS

- 8.1 It is hoped that students will respond to the School's positive encouragement and rewards and will comply with the Code of Conduct at all times. However, the School acknowledges that from time to time, students' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the Code of Conduct, to set boundaries and manage unacceptable or challenging behaviour from



students, to maintain the culture of the School ensuring a calm and safe environment in which all students can learn and prevent recurrence of misbehaviour.

- 8.2 The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time students are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of School.
- 8.3 Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.
- 8.4 Corporal punishment is illegal and is never used or threatened at our School. We do not support parents' use of corporal punishment on their children for misbehaviour that occurs in School. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding & Child Protection Policy and Procedures.
- 8.5 Examples of sanctions that are used in the School include:
- A verbal or non-verbal reprimand and reminder of the expectations of behaviour
 - A direct instruction to rectify the misdemeanour
 - A requirement to remain behind for a short time
 - The setting of additional work and/or attendance at a lunchtime work clinic
 - The setting of a written task to be completed
 - School based community service under the supervision of a member of staff, such as tidying a classroom
 - Withdrawal from a lesson or team event
 - Withdrawal of privileges
 - Regular reporting including early morning reporting, scheduled uniform and other behaviour checks or being identified for behaviour monitoring.
- 8.6 As set out in further detail below, other sanctions include Misconducts, Detentions, Internal Exclusion, Fixed Period Exclusion and Permanent Exclusion.
- 8.7 All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.



- 8.8 Teachers are primarily responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. They may deal with this by imposing an appropriate sanction such as (but not limited to) those listed above.
- 8.9 Other staff, both teaching and support, may also issue appropriate sanctions for minor misdemeanours as above.
- 8.10 All staff may also report poor behaviour via the *Misconduct* system on SharePoint. Once approved by the Head of Year, details are sent to the student's parents/carers and form tutor.
- 8.11 Repetition of minor misbehaviour will be reported to the Form Tutor and may lead to further sanctions.

Misconducts, Detentions and Internal Exclusions:

- 8.12 More serious misdemeanours or persistently repeated minor misdemeanours are reported to the relevant Pastoral team. After talking to the student about their poor behaviour, further sanctions may be issued depending on the severity of the situation, which may include Misconduct, Detentions, Internal Exclusions or other sanctions as appropriate:
- Three Misconducts will lead to a *Friday Detention* led by a senior member of staff. Depending on the seriousness of the matter, Heads of Year and members of the School Executive may issue an immediate Friday Detention without the need for accumulation of Misconducts.
 - Three Friday Detentions will lead to an additional *Executive Detention* for two hours on a Friday evening from 4-6pm, led by a member of the School Executive or Head of Year. Depending on the seriousness of the matter, a Head of Section may issue an immediate Executive Detention without the need for accumulation of Friday Detentions or Misconducts.
 - An *Internal Exclusion* of up to five days may be issued by a Head of Section in consultation with the Head or a Deputy Head. The student attends School from 8.30 am to 3.45 pm in full school uniform but is withdrawn from normal routine and works under supervision. They are not permitted to socialise with other students.



- 8.13 Parental consent is not required for detentions. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a student's safety.
- 8.14 When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:
- whether the detention is likely to put the student at increased risk
 - whether the student has known caring responsibilities
 - whether the detention timing conflicts with a medical appointment
 - whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the student can get home safely
 - whether suitable travel arrangements can reasonably be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.
- 8.15 Heads of Year and their assistants are responsible for monitoring the sanction levels of students within their year groups. They will consider strategies to help students understand how to improve their behaviour and meet the behaviour expectations of the School.
- 8.16 If students start to accrue sanctions, or if the behaviour is repeated, they will see their Head of Year to discuss their behaviour. A strategy will be put in place to support the student whilst upholding the clear behaviour pathway detailed above. This could include seeing the relevant Head of Section or Deputy Head(s) and/or the Head to discuss next steps.
- 8.17 In applying sanctions, staff will where appropriate take account of any contributing factors, for example if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.
- 8.18 Further, in applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.
- 8.19 The School will also consider whether any misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case, staff will



follow the School's Safeguarding & Child Protection Policy and Procedures and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.20 The School has a confidential central register of all exclusions (internal and external) . The entries on this register include the student's name and year group, the nature and date of the offence and the sanction imposed.

9. SUPPORTING STUDENTS FOLLOWING A SANCTION

9.1 Following a sanction, the School will consider strategies to help all students understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- A targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- A phone call with parents.
- Inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in School.
- Enquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/a Deputy Designated Safeguarding Lead (DDSL); or
- Considering whether the support for behaviour management being provided remains appropriate.

9.2 These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the student.

10. SERIOUS MISCONDUCT AND EXCLUSIONS

10.1 The School's Exclusions Policy is referred to in the Parent Contract and is available on the School's website. All parents/carers and students should be aware of the more serious sanctions, including fixed period and permanent exclusion, that the Head can impose for serious breaches of the School Code of Conduct or other serious misconduct including but not limited to criminal behaviour. Examples of the sorts of behaviour that could result in serious sanctions include:



- Bringing illegal, inappropriate or dangerous items into School, such as: drugs, weapons, firearms, pornographic material etc.
 - Serious or persistent bullying of any kind, (including cyber bullying, prejudice-based and discriminatory bullying)
 - Child on Child (including online) abuse
 - Wilful damage to property
 - Deliberate attempt to damage or “hack” into the School’s ICT infrastructure
 - Dishonesty or cheating in examinations
 - Breach of the Smoking, Alcohol, Drugs and Other Substance Abuse Policy
 - Fighting
 - Behaviour which puts the safety of the student or another person in jeopardy
 - Committing a criminal offence
 - Theft or unauthorised possession of any property belonging to the School or to another person
 - Persistent disruptive behaviour or breaching of the Code of Conduct
 - Physical assault, verbal abuse or threatening behaviour
 - Racist, sexist, misogynistic, transphobic or homophobic abuse and any other abuse on grounds of religion/belief, disability, SENs etc, or any form of unlawful discrimination
 - Sexual violence and sexual harassment
 - Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes
 - A series of minor misdemeanours
 - Refusal to participate in the School’s disciplinary processes
 - A malicious allegation against a student or member of staff
 - Misuse of social media
 - Persistent lateness to School
 - Conduct that brings or is likely to bring the School into disrepute.
- 10.2 Serious sanctions in accordance with the School’s Exclusions Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/or warnings.
- 10.3 The School may be required to exclude a student, or to require them to be withdrawn in the event that other disciplinary measures, including fixed period exclusion, prove to be ineffective. However, a serious “one off” incident may justify permanent exclusion even where a student has not been previously excluded for a fixed period or previously disciplined.



11. ALLEGATIONS AGAINST STAFF

- 11.1 The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding & Child Protection Policy and Procedures (including Low Level Concerns).
- 11.2 Should an allegation made by a student against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the student, and manage that misbehaviour in accordance with this policy, the School's Safeguarding & Child Protection Policy and Procedures and the School's Exclusions Policy, as appropriate. Students should be aware that malicious allegations of abuse against staff (or indeed other students) may result in the fixed period or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

12. PREVENTING RECURRENCE OF MISBEHAVIOUR

- 12.1 The School uses a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of fixed term and permanent exclusion. These strategies aim to help students understand behavioural expectations and provide support for students who struggle to meet those expectations.
- 12.2 Intervention strategies used in the School include:
- frequent and open engagement with parents
 - providing mentoring and coaching
 - regular meetings with a trusted adult to discuss ongoing behaviour and areas of stress
 - counselling appointments with in-school counselling staff
 - counselling to be suggested to parents outside school.
- 12.3 Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a student may have. If the student has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be



appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a student's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs is required.

13. CONTEXTUAL SAFEGUARDING

13.1 Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering or is likely to suffer significant harm whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding & Child Protection Policy and Procedures and discuss their concerns with the School's Designated Safeguarding Lead (DSL), or the DSL Deputies without delay.

13.2 The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents/carers accordingly. If necessary, the School will refer to appropriate outside agencies.

14. SPECIAL EDUCATIONAL NEEDS (SEND)

14.1 The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all students can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. The School believes that good behaviour cultures will create calm environments which will benefit all students with SEND, enabling them to learn.

14.2 The School takes seriously its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the School's policies or practices. The School makes reasonable adjustments for students with SEND or certain health conditions.

14.3 Where there is misbehaviour by a student with SEND, the School will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a student's SEND.



14.4 We are mindful that not all students requiring support with behaviour will have identified SEND.

15. MISBEHAVIOUR OUTSIDE SCHOOL OR ONLINE

15.1 The School has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable.

15.2 On occasion, the School may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the School or online and:

- taking part in any activity organised by the School (such as trips or visits), or related to the School
- travelling to and from School
- wearing school uniform
- otherwise during the school day or
- in some other way identifiable as a student of the School.

15.3 This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student, member of staff or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

15.4 Any decision to sanction a student will be made on the School premises or elsewhere at a time when the student is under the control or charge of a member of School staff.

15.5 Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Exclusions Policy.

16. USE OF REASONABLE FORCE

16.1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.



16.2 Like all schools, we reserve the right for our staff to use reasonable force to safeguard students.

16.3 Reasonable force will be used in accordance with the DfE Guidance: [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

16.4 Staff may use reasonable force to control or restrain students from doing or continuing to do any of the following:

- committing an offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in behaviour that is prejudicial to maintaining good order and discipline at the School or among students.

16.5 The Head and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

16.6 Staff may also use reasonable force at any time off the School premises when they have lawful charge of the student elsewhere (e.g. on a school trip or other authorised out of school activity).

16.7 The decision on whether or not to use reasonable force will be a professional judgement of the member of staff concerned on a case-by-case basis, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account the risks, giving careful consideration to any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

16.8 Staff are trained as appropriate to enable them to carry out their responsibilities, considering the needs of the students when doing so.



16.9 Every member of staff will inform the Head immediately after they have needed to control or restrain a student physically.

16.10 Parents/carers will be informed about serious incidents involving the use of reasonable force and may if appropriate be invited to agree a plan for managing their child's behaviour.

16.11 The School has a confidential central register to record any serious incidents involving the use of reasonable force.

17. SEARCHING

17.1 The School reserves the right to search students and their possessions in accordance with the law.

17.2 Such action will be taken in accordance with the DfE Guidance: [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-in-schools)

17.3 The Head, or a member of staff authorised by the Head, may search a student or their possessions where they have reasonable grounds to suspect that a student may have a banned item. Students, staff and parents are aware of the list of banned items at the School. They are:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that staff reasonably suspect has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to property of, any person (including the student)
- Tobacco and cigarette papers
- Fireworks
- Pornographic images or
- Any other item banned under the Code of Conduct, for example vapes.



17.4 A search may be also carried out for any item (not limited to the above) if the student agrees.

Before a search takes place

17.5 Prior to any search, a student will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

17.6 The School will always consider the age and needs of the student to be searched and any SEND or vulnerabilities (including certain health conditions) the student may have before conducting the search to decide whether any additional precautions or reasonable adjustments are needed, in accordance with the School's *Safeguarding & Child Protection Policy and Procedures* or otherwise. At the school's discretion, this may include contacting the parents.

17.7 Before any search is carried out, staff should first ensure it is warranted. The member of staff should consider the risks to the student of engaging in a search (taking into account all relevant factors including their age and needs as set out above), and also the risks to other students and staff or the wider school community. They should also consider how urgent the search is. If a search is deemed warranted, the member of staff should explain to the student why they are being searched, and how and where the search is going to take place. Students must be given the opportunity to ask questions before the search starts and encouraged to cooperate with the search.

17.8 The student should be asked for their consent. If a student refuses to be searched, the member of staff must consider why this might be. They may consider it appropriate to sanction the student for their refusal to cooperate.

17.9 If the member of staff still considers a search to be necessary, but not required urgently, then the Head and DSL should be consulted before progressing. The student should be supervised and kept away from other students whilst this action is taken.

17.10 It may be necessary to use reasonable force to conduct a search where this is permitted by law and considered appropriate (see above).

During the search

17.11 Consideration must be given to the following:



Where

- Where will the search take place? The location must be appropriate, and away from other students if possible. It must take place on the school site or other place where staff have lawful control or charge of the student, for example on a school trip.

Who

- Who should complete the search? The search should be completed by an authorised member of staff who is of the same sex as the student being searched. Another member of staff (of any gender) must also be present.
- As a limited exception to this, a member of staff may search a student of the opposite sex and/or without a witness present **only**:
 - if the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
 - in the time available it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- Where a member of staff conducts a search without a witness, they should immediately report this and ensure that a record of the search is kept.

Extent of search

- How is the search conducted? Outer clothing, pockets, desks, lockers and possessions such as bags can be searched.
- The use of a metal detector or wand is permitted.
- The School does **not** conduct strip searches (see further detail below).
- Staff must not require the student to remove any clothing other than outer clothing (for example coats, hats, shoes, gloves and scarves).
- Appropriate pastoral support for the student should be provided if reasonably practicable, for example their Form Tutor or other member of the Pastoral Team being present to support them.

17.12 After a search

- The School will inform the student's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.



- Full pastoral support will be given to students after a search, whether or not any items were found.
- The Head and DSL will be informed after the search, if they are not already aware, and Safeguarding considerations will be made. It may be necessary for an Early Help referral or a referral to Children's Services.
- See provisions below in relation to items that may be confiscated and how they will be dealt with.
- Sanctions may be issued in line with this policy and any other relevant published school policies.

Recording

17.13 Recording the process is vital. The following must be recorded for all searches, whether or not an item is found:

- Date, time and location of search
- Who was searched and who conducted the search. Who else was present - staff and students.
- What was being searched for
- The reason and justification for the search
- What if anything was found
- Any follow up actions taken.

Strip searches

17.14 It may be deemed necessary to consider a strip search of a student. This can only be carried out on school premises by the Police and not by school staff. The School recognizes it has a duty of care towards its students and will discuss whether a strip search and police involvement is needed with the Head (or in their absence, the DSL or a Deputy Head) before any action is taken. The School should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item before any action is taken to involve the police. Introducing the potential for a strip search to be carried out through police involvement will only occur where other less invasive approaches have been exhausted and it is considered absolutely necessary after considering these matters.



17.15 If the police subsequently decide to conduct a strip search, the school will continue to advocate for the safety and wellbeing of the student(s) involved. The school will also provide appropriate support for the student afterwards with safeguarding considerations and the student's wellbeing paramount. Full details of the decision making in this area will be recorded.

Informing parents and carers

17.16 If it is decided by the police to conduct a strip search of a student, then unless there is an immediate risk of harm, staff will inform parents beforehand where reasonably possible. Parents will always be informed by a staff member once a strip search has taken place.

17.17 For any other search, the School will inform the student's parents/carers of any search conducted and its outcome after the event. The parent's/carer's prior consent to undertake a search is not required although they may be informed beforehand at the school's discretion.

Use of screening / wands on entry to the school

17.18 The School reserves the right to introduce screening or wands to scan students before entry to the school premises. If a student refuses to participate parents will be advised, and alternative searching mechanisms will be explored.

18. CONFISCATION

18.1 The School's policy on confiscation has regard to DfE Guidance: [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-in-schools)

18.2 An authorised member of staff carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or students
- Is prohibited, or identified as a banned item or
- Is evidence in relation to an offence.



18.3 Confiscated items will be dealt with as follows:

- Controlled drugs found will be delivered to the Police as soon as reasonably practicable unless in accordance with guidance it is deemed there is good reason not to do so, in which case they will be safely disposed of. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline will also be delivered to the police or disposed of as above. If the School is uncertain as to the legal status of a substance it will be treated as if it is a controlled drug. Where alcohol, tobacco, cigarette papers or fireworks are found, the school may retain or dispose of them as deemed appropriate but will not return them to the student.
- Pornographic images will be disposed of unless the staff member has reasonable grounds to suspect that its possession constitutes a specified offence in which case it will be delivered to the police as soon as reasonably practicable.
- In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible.
- Stolen items will also be delivered to the Police as soon as reasonably practicable. Alternatively, if it is deemed in accordance with guidance that there is good reason to do so, they may be returned to the owner, or retained or disposed of if returning to the owner is not practicable.
- Other items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property will also be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of as appropriate according to guidance.
- Staff will use their judgement to decide whether to return, retain or dispose of other items banned under the Code of Conduct, having regard to guidance as appropriate.
- See further provisions below in relation to electronic devices.

18.4 School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty where reasonable to do so. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic devices

18.5 Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which cause harm to another person. This includes, but is not limited to,



indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

18.6 In the event that a search highlights a safeguarding concern in respect of any student, the School will first consider the appropriate safeguarding response, following the procedures set out in the School's Safeguarding & Child Protection Policy and Procedures.

18.7 Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so, ie if they reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

18.8 When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy) as the most appropriate person to advise on the school's response in accordance with relevant guidance.

18.9 If a member of staff finds any image, data or file that they suspect might constitute a specified offence, they will be delivered to the police as soon as reasonably practicable.

18.10 In exceptional circumstances, staff may dispose of the image or data if there is good reason to do so, having regard to relevant guidance.

18.11 If, following a search, the member of staff determines that the data or files are not suspected to be evidence in relation to a criminal offence, they may delete the files or data from the device if the continued existence of the data or file is likely to continue to cause harm to any person and the student and/or their parent/carer refuses to delete the data or files themselves.

19. TEACHING AND LEARNING

19.1 The School aims to raise the aspirations of all of its students and help them to appreciate their potential for achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning, appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every student a high level of individual attention,



together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

20. COMPLAINTS

20.1 We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's *Complaints Policy* is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Policy on request.

21. MONITORING AND REVIEW

21.1 The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

21.2 The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into students' PSHE/RSHE lessons, or amending this policy.

21.3 An important aspect of this policy is to attempt to prevent recurrence of poor behaviour. The monitoring of trends and wide-ranging discussions within the School Executive, and at Heads of Department and Heads of Years meetings will seek to do this.

21.4 To enable monitoring and objective analysis, behavioural and sanctions data is collected from the following sources.

- Behaviour incident data
- Attendance, permanent exclusion and fixed term exclusion data
- Incident of searching, screening, and confiscation, and use of reasonable force and
- Anonymous surveys for staff, students, governors and other stake holders on their perceptions and experiences of the school behaviour culture.

21.5 This policy is reviewed and updated at least annually by the Governors.