



**Kidsgrove**  
**Learning Campus**  
INSPIRE INNOVATE CREATE



# **Behaviour Policy**

## **Expectations and Code of Conduct**

**Drafted By**

Mr A Till

**Date of Approval**

February 2025

**Approved By**

Academy Council

**Review Date**

February 2027

## Introduction

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally.

We expect the highest standards of conduct in and out of school from our students. The KSS 'Code of Conduct' highlights our five key expectations and works in tandem with our 'Core Values' as the foundation for our students to develop their own principles throughout life. Adherence to these is the basis for our Behaviour Policy.



## Purpose

- To express basic expectations in clear and positive terms.
- To outline a process for rewards and sanctions that supports and maintains the school code of conduct.
- To ensure students are taught how to behave well and appropriately within the context they are in, ensuring all students can succeed personally.

## Monitoring and evaluation

This policy will be reviewed annually by senior leaders and the full Academy Councillors. Our Behaviour Policy is developed for our school with reference to the DfE guidance document 'Behaviour and Discipline in Schools – Advice for Headteachers and School Staff' (February 2024).

## **The role of teachers and staff**

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should 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. Staff should also challenge students to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

## **The role of students**

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Students are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute positively to the school culture. Students are asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

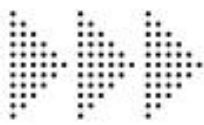
Every student is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. The school repeats elements of this induction for all students at suitable points in the academic year. Provision is made for all new students to ensure they understand the school's behaviour policy and wider culture; this includes extra support and induction provided for students who are mid-phase arrivals.

## **The role of parents/carers**

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. The school reinforces the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate students' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents are included in any pastoral work following misbehaviour, including invitation to attending reviews of specific behaviour interventions in place.

## **Student conduct on the way to and from school**

Students are expected to conduct themselves to a high standard on their way to and from school. They must not drop litter, use inappropriate language, smoke or act in a way that brings The Kidsgrove Secondary School into disrepute. Students are representatives of the school and therefore accountable for their behaviour whilst wearing The Kidsgrove Secondary School logo or referencing the school in any manner.



# FORM TUTOR CHECKLIST



- ① Greeting students with a **warm welcome** at the door, providing opportunity to ensure expectations are already in place when entering the room.
- ② Ensure that the student's **uniform** is correct. Please check shirts, blazers, ties, footwear, tights, trousers and skirts. (Parental contact for any concerns).
- ③ Displaying the **Smart Start** slide on the board, as students arrive, so they automatically provide equipment for checks.
- ④ **Detentions checked** and students informed to ensure they are aware of them.
- ⑤ Delivery of the **daily activity** is led and then supervised with high expectations of the students to engage.
- ⑥ Discussion around **reports and attendance** are high on the agenda.
- ⑦ Ensure the **Form Tutor Monitoring** document is completed.



## Form Tutor time / registration

Staff greet students as they arrive punctually at The Kidsgrove Secondary School and check that they are ready for the school day. All students go to their form rooms. Form Tutors accompany their classes and welcome students for a prompt start. During the morning registration Form Tutors check that students are ready for learning. Specific reference is made to the Form Tutor Checklist and Smart Start equipment check.



## Smart Start

**Smart Start** is the **essential equipment** needed for students to access their learning each and every day. This will be checked by the form tutor team every morning. This includes the following:

Pencil case containing the following:

- Black or blue pen x2
- Green pen x2
- Pencils x2
- Rubber
- Highlighter
- 30 cm Ruler
- Scientific Calculator
- Reading Book (KS3 Students)
- iPad Stylus Pen
- **Charged iPad to at least 60% (this is the optimum charge so that students can access digital resources throughout the day)**

The school offers replacement equipment that can be purchased at a subsidised price from the equipment shop found by reception each morning.

All lessons should be purposeful and orderly. The register is an important safeguarding step to ensure all students are accounted for, students are expected to answer the register without unnecessary talking and follow the Form Tutor's instructions and the agreed form time programme.



## **Moving around the site**

At the end of the registration period (and between lessons throughout the day) students are expected to move calmly and sensibly around the corridors, to their next lesson. Staff supervise this as a matter of course, as they are moving around, or as they wait for students to arrive for the lesson. In addition, the Senior Leadership Team (SLT) and Pastoral Team supervise all transitions and attend duty points during student social time. In the corridors and around the site students are expected to be courteous and considerate, and to walk on the left side of the corridor. Students carry their equipment needed between lessons which ensures that time is not wasted when they arrive in their next classroom.

In practice, this means students make sure their peers are cared for and treated well, for example by opening and holding doors for one another. Students are expected not to loiter or engage in horseplay or unnecessary social chatter. If they use the toilet facilities, they should do so properly and sensibly, excessive use of these facilities will be questioned by staff in an appropriate manner.

When they arrive at the next classroom or learning space, students should wait quietly and sensibly, forming a queue where there is sufficient space if the member of staff is not already at the door to greet them.

When they move to an assembly, students are expected to do so quietly and to enter the assembly space in silence and to follow instructions.

## **Conduct in lessons**

At the start of lessons, students are expected to enter the classroom in a calm and orderly fashion and start the engage task as directed by the staff member/s.

Students are expected to follow an established routine once seated. This should include having books, pencil case, iPad and other equipment on the table. In practical subjects, this will mean getting changed or preparing equipment as instructed and there must be consistent expectations within subject or faculty areas. In classrooms, children should never have their backs to the teacher - if they are seated in groups then the tables should be positioned so that students face forwards.

Teachers should expect students to follow instructions. Students are expected to do as they are requested. We do not expect students to be inattentive or to be disrespectful. Teachers should insist on active listening, where students are visibly focussed on instructions or delivery of lesson content. Students' classwork and homework is to be done to a high standard. Teachers and supporting staff should insist on all written/digital work being set out properly (with dates and titles underlined) and high standards of presentation.

At the end of lessons, students are expected to follow instructions. Students are expected to tidy away and organise themselves promptly at the end of a lesson and, in classrooms, stand behind their chairs when asked to do so by the teacher or other member of staff. All staff should check that there is no litter and that the room is left tidy.

## **Lunch & Break Times**

At break and lunch times, students must not drop litter or interfere with another's space or lunch. They are expected to conduct themselves well and to respect the environment and any equipment of which use has been approved. Anti-social behaviour or accessing 'out of bounds' areas will not be tolerated, with this behaviour being challenged and individual/s sanctioned accordingly.

## **Mobile Phones**

Due to the potential safeguarding issues and distraction to learning smart phones and external mobile devices can pose, the use of mobile phones on school site is prohibited unless authorised by a member of staff. Mobile phones must be switched off, kept out of sight and are the responsibility of the student - Kidsgrove Secondary School will take no responsibility for mobile phones that are brought onto the school site.

There are additional processes in place to ensure mobile phones pose no concerns during specific environments. These include the handing in of mobile phones upon entry to the PE changing facilities, entry to formal examinations and when completing an internal exclusion.

Use of mobile phones will result in confiscation and parents/carers will be contacted to collect the phone at their earliest convenience. In the event that a parent/carer cannot collect a confiscated mobile phone, the school will securely retain it until it can be collected, devices will not be given back to students unless there is just cause.

Failure for a student to provide a mobile phone for confiscation, when in breach of the school rules, will result in SLT intervention and the possibility of internal exclusion. If a member of staff believes a student is in possession of a mobile device, when in breach, SLT may be required to conduct a 'search' which may involve a handheld metal detector wand.

Where a student has a medical condition that utilises essential assistive technology via a mobile phone to maintain their health and therefore access education, reasonable adjustments may be made following a meeting with the pastoral team and/or SENCo.

## **Student Dress Code**

Students should take pride in their appearance and wear appropriate school uniform. Jewellery, other than one stud earring in each ear, may be confiscated by staff which will result in parents being contacted to collect this. Nose studs must be removed or replaced with a clear plastic retainer which can be obtained from our Administration Team. Trainers must not be worn in school, and spare shoes can also be obtained from the Pastoral Manager or Administration Team. Hoodies and sweatshirts are not to be worn on school site, including during social time. Please refer to the school's uniform policy for an outline of all uniform expectations and requirements.

## **Behaviour for Learning**

Teachers and other members of staff will expect high levels of engagement in class, and lessons are expected to be free from disruption. Any student disrupting a lesson through disengagement or distracting other students, may be issued with a departmental sanction. These sanctions are detailed further down in the policy. More serious incidents of disruption or persistent behaviours may lead to students being removed from the lesson, to work with the Head of Faculty, or being referred to the Senior Leadership Team.

Positive Behaviour for Learning will be underpinned by students following our Code of Conduct, which will promote a positive, safe and supportive learning environment.

## **Behaviour recording**

The school uses Arbor as its platform for recording all student behaviour and attendance. Students are provided with a student portal login, and parents/carers have a separate parent portal. If any at any point a parent or carer has trouble accessing their child's behaviour profile, they should contact the school so that it can be rectified. The Arbor portals allow students and parents/carers to view current/live data of their child's behaviour and conduct within school. This includes but is not exhaustive of positive behaviour points for upholding the school's code of conduct or demonstrating the core values, lesson timetables and attendance data, negative behaviour incidents, detentions and any sanctions applied to behaviour incidents.



## **Out of Class Behaviour**

Staff record inappropriate behaviour on Arbor and issue a relevant sanction, and may involve the form tutor, Pastoral Manager, Senior Leadership Team and other staff as appropriate. We take pride in all students being polite and courteous and expect them to behave in a sensible manner around school.

Teachers may sanction students for inappropriate behaviour outside of the school premises, in cases whereby the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.
- Teachers may also sanction students for inappropriate behaviour off the school premises that, irrespective of the above:
  - Could negatively affect the reputation of the school.
  - Could pose a threat to another student, a member of staff at the school, or a member of the public.
  - Could disrupt the orderly running of the school.

## **Behaviour incidents online**

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school has the confidence to sanction students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.



Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where the school suspects a student of criminal behaviour online, they should follow the guidance below on suspected criminal behaviour.

### **Smoking (including vaping)**

The school operates a strict no smoking policy. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform. This includes the use of e-cigarettes and vapes. The sanctions for this are outlined below:

In the first instance, students found or suspected of smoking or vaping will be searched and have all smoking paraphernalia confiscated. This will be kept in school until parents collect or we are asked to dispose of the item/s.

- The student will receive an internal isolation.
- Repeat offences of smoking or vaping by a student will result in suspension from school.

### **Payment toward damages**

If a student causes damage to anything in school, then they will be asked for a contribution towards the cost of any repair or payment in full as deemed appropriate. This may apply even if the damage is accidental.

### **Suspected criminal behaviour**

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented utilising the MyConcern safeguarding platform. Once a decision is made to report the incident to police, the school will ensure any further action they take does not interfere with any police action taken. However, the school retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

### **Rewarding positive conduct and achievement**

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards include:

- Verbal praise

- Communicating praise to parents via phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity.

The Senior Leadership Team organise Achievement Assemblies each half term to recognise the achievements of students in each year group. Achievement Assemblies occur on a half-termly basis and students receive awards, for example for:

- Excellent or improved attendance.
- Most above expected grades for academic achievement.
- Most improved behaviour.
- Headteacher Award.
- Subject Awards.
- Attendance Awards
- Key Stage Leader Awards

School staff also reward outstanding academic/subject progress and achievement through praise postcards home and achievement points. Reward events and trips are organised throughout the academic for all students who consistently meet the expected standards of behaviour and conduct. Additional awards and incentives are also developed and personalised, as a more agile approach to supporting all students in meeting the school standards and expectations.

### **Responding to poor conduct and behaviour**

When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of students and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed. De-escalation techniques may be used to help prevent further behaviour issues arising and recurring. The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes. These include:

- a) Deterrence: sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- b) Protection: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- c) Improvement: to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students may find their emotions difficult to manage or may have misinterpreted the rules. Students are supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. Where appropriate, staff will consider contributing factors that are identified after a behaviour incident has occurred and during investigation of an incident: 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, has been subject to criminal exploitation, or is experiencing significant challenges at home.

It is worth noting that the school's staff will use their professional judgement and apply reasonable adjustments where appropriate. However, where behaviour significantly or persistently impacts the learning

of the individual/peers, safety, or places the school culture and ethos in jeopardy, the school will proceed with the processes outlined in its behaviour policy.

## **Sanctions**

Sanctions for behaviour which does not meet our high expectations will be issued and held with the appropriate member of staff. These may take place in the form of:

- A verbal reprimand and reminder of the expectations of behaviour.
- The setting of written tasks such as an account of their behaviour (e.g. apology note).
- Referral to homework club.
- Loss of privileges – for instance, the loss of a prized responsibility or additional conditions applied to social time.
- Detention (see 'Detentions').
- School based community service, such as tidying a classroom or repairing damage caused.
- Regular reporting including early morning reporting; scheduled uniform checks; or being placed "on report" for behaviour monitoring.
- Suspension.
- In the most serious of circumstances, permanent exclusion

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that student. 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.

## **Detentions**

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to break. When used, it is done so consistently and fairly by staff. Teachers have authority to issue detention to students, including same-day detentions. The Kidsgrove Secondary School applies the following levels of detention:

### **20-minute detention:**

Served at the staff member's convenience, without prior arrangement with parents. These are typically arranged for the first 20 minutes of lunch or immediately at the end of the school day and issued to a student that has exhibited level 1 behaviour. (Subject specific or a 'daily detention' for out of lesson behaviour, lateness or failed smart start).

### **40-minute detention:**

Served with Heads of Faculty, Pastoral Leaders or Senior Leaders, with prior parental arrangement. A Head of Faculty detention will be held after-school and is the result of an escalated behaviour (e.g. failure to co-operate with the class teacher) or upscaled detention due to failure to attend the original 20-minute detention. A Pastoral detention, again, may be the result of an upscaled 20-minute detention or due to a level 2 behaviour being exhibited by a student outside of subject/lesson time or for a pastoral issue.

### **60-minute detention:**

Served with a member of the Senior Leadership Team after-school, with prior parental arrangement. This sanction may be applied if a student has failed to engage with previous detentions, resulting in them being upscaled, or in response to a student exhibiting a level 3 behaviour.



# BEHAVIOUR LEVELS

## *Detentions*



Arbor

All Level 3 & 4  
Behaviours:  
Refer to SLT

4

Upscaled:  
Refer to SLT

3

-Internal  
Exclusion  
-Suspension  
(Day/days)

Upscaled:  
Refer to  
HOF/Year  
Leader

2

-Upscaled Level 2  
Detention  
-SLT Detention  
(60-minutes)

1

-Upscaled Level 1  
Detention  
-Pastoral Detention  
-HOF Detention  
(40-minutes)

-Daily Detention  
-Subject/Departmental  
Detention  
-Homework Club Detention  
(20-minutes)



### **Additional sanctions**

Depending on the type of behaviour incident other forms of sanction may be issued. These include:

### **Removal of privileges**

Removing privileges e.g. attendance to school trips, participation in non-uniform days, removal of social time.

### **Internal exclusion**

Any student that has received an internal exclusion is required to follow their school timetable within the isolation space of the LSC (Learning Support Centre). Students will be provided with the work from their lessons and will be expected to complete this to the required standard. Supervising staff are there to support students. Students may also be required to reflect on their actions, during this time, through guided pastoral conversations with staff and engage in restorative conversations where appropriate. Students completing an internal exclusion will have their break/lunch at an alternative time to the rest of the school population during the day. If in possession of their mobile phone students will be required to provide this upon arrival and will have receive the device back at the end of the day.

### **Off-site direction**

If a temporary move needs to occur to improve a student's behaviour, then an off-site direction may be used. This may involve completing an internal exclusion at an alternative educational establishment in their inclusion centres. In these circumstances a student completing this sanction would be required to attend in full school uniform, with all their expected equipment. School work is provided by The Kidsgrove Secondary School for the individual to complete and follows the curriculum pathways.

### **Suspension or permanent exclusion**

A description of these sanctions is referenced later within this document.

When staff are investigating a behaviour incident, students may be required to work in our Learning Support Centre. This enables investigating staff to discuss the incident with the student, speak to any peers that were directly or indirectly involved, whilst minimising disruption to lessons. The LSC also acts as an emotional regulation space to allow students to process their emotions.

Internal sanctions listed above may also be issued on INSET days where staff will be present in the school building.

The school will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

The school will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the student's behaviour would be beneficial.

### **Strategies to support behaviour management**

In addition to the pedagogic and behaviour management approaches deployed by staff, further process may be utilised to enhance monitoring, deter and improve negative behaviour. These may include but are not limited to:



## **Report cards**

If a student achieves a specific number of negative behaviour points in a week they will be issued with a report card. The report card works alongside our behaviour reporting in Arbor and formalises this further, ensuring students are accountable for their behaviour. It is a requirement that the report card is presented to each of their class teachers for a comment and shown to parents/carers for signing.

## **Behaviour Support Plan & Pastoral Support Plan**

Behaviour Support Plans are a medium-term strategy used by the school to address poor behaviour but also aims to remove any barriers to its improvement. The process involves a mentoring approach with the student for 6-weeks and target setting. Each week the progress towards the targets are reviewed with the student and feedback is shared with parents/carers.

## **Managed moves**

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. If a temporary move needs to occur to improve a student's behaviour, then off-site direction (as described above) should be used. Managed moves occur when it is in the student's best interests and the decision is made by the family and school in collaboration.

## **Alternative Provision**

Most student support units are established to accommodate students from the school in which they are located, whilst some units, often termed 'in-school Alternative Provision (AP) units', are established to accommodate students from other schools as well. The placement of a student into a unit is a form of alternative provision. When a placement is commissioned, the student is admitted in accordance with the 'host' school's/providers published admissions arrangements and registered as a student at the 'host' school and would remain dual-registered at The Kidsgrove Secondary School. AP placements are aimed to be proactive and in the best interest of the student. Prior to their arrangement consultation would occur between the family and school, which would also include a visit/meeting with the AP provider. A list of our possible AP providers can be found on the Staffordshire Local Offer and must adhere to specific guidance and safeguarding checks.

## **Reasonable Adjustments to Sanctions**

All sanctions will be reasonably adjusted with regard to identified diagnosed disabilities in consultation with the SENCO and the school's educational psychologist.

## **Suspensions**

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The Headteacher can use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a student.

No Headteacher likes to suspend a student from school, but there may be times when this is necessary. If your child has been suspended it means that they will not be allowed to attend school for a fixed period of time due to the serious nature of their behaviour. The evidence required to suspend will need to meet the 'civil standard' of proof i.e. on the balance of probability, it is more likely than not that the student was responsible for the breach of school discipline. Prior to the decision to suspend a student, the behaviour

incident will be investigated, and the student will be placed in the LSC during this investigatory period if appropriate to do so.

There are a number of reasons that a child can be suspended from school, but they can be summarised as follows:

- 1) If they have significantly broken school rules or exhibited persistent negative impactful behaviour.
- 2) Allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other students.
- 3) All internal levels of sanction have been exhausted or are not suitable of the severity of the behaviour.

### **When issued with a suspension**

Work will be set for your child if suspended for longer than one school day. Your child cannot be given suspensions which total more than 45 school days in any one school year. If your child receives 15+ days of suspension in one term, then a meeting of the Academy Council will be called to discuss whether or not your child should be re-admitted.

**We will contact you on the day a suspension is given and follow up with a letter including information on:**

- The period and reason for suspension.
- Your duty during the first five days of any suspension to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent/carer or not
- Re-admission arrangements including a re-integration meeting with yourself and your child.

### **Permanent exclusions**

Permanent exclusion is typically a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a student for a 'one-off' offence, these include but are not limited to physical assault, being in possession of an illegal substance or weapons on site.

**If your child has been permanently excluded, be aware that:**

- The school's academy council is required to review the Headteacher's decision, and you may meet with them to explain your views on the exclusion.
- If the academy council approves the exclusion, you can appeal to an independent appeal panel, we must explain in a letter how to lodge an appeal.
- The local authority must provide full-time education from the sixth day of a permanent exclusion.
- There may be occasions when a suspension for an incident has then resulted in a permanent exclusion – A suspension may be issued for a behaviour incident, in the first instance, whilst the decision to permanently exclude a student is reviewed by the school and seen as justified.

**Incidents that typically will lead to suspension or permanent exclusion include:**

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student

- Verbal abuse and threatening behaviour against an adult
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Instigating violence even if not directly being violent
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damage to property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Inappropriate use of social media or online technology
- Deliberate misuse of the fire alarm
- Wilful and repeated transgression of protective measures in place to protect public health
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Possession of /or dealing with drugs at school
- Possession of a weapon, including replica weapons
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- Recording/filming any of the above incidents

### **Responding to the behaviour of students with Special Educational Needs and/or Disability (SEND)**

The Kidsgrove Secondary School consistently and fairly promotes high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible. The school will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion, the facts of the situation will be investigated and acted upon accordingly.

The Kidsgrove Secondary School will consider whether a student's SEND may have contributed to a behaviour incident and if so, whether it is appropriate and lawful to sanction the student – This will be informed by the Equality Act 2010 and schools' guidance. This does not necessarily mean that a child will be exempt from sanction.

### **Supporting students following a sanction**

Following a sanction, strategies are considered to help all students to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- A targeted pastoral 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.
- Additional communication and/or meetings with parents/carers to review student behaviour.
- Liaising with external agencies that currently work with child/family (e.g. the Virtual School Head for looked after children).

- Making referrals to external agencies the local authority or healthcare professionals to seek out additional support for the child.
- Inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in school.
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy.
- Considering whether the support for behaviour management being provided remains appropriate (see 'sanctions' & 'strategies to support behaviour management').

### **Appendix 1: Removal from classrooms**

Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the student. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition. Removal should be used for the following reasons:

- a) To maintain the safety of all students and to restore stability following an unreasonably high level of disruption.
- b) To enable disruptive students to be taken to a place where education can be continued in a managed environment.
- c) To allow the student to regain calm in a safe space. Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a student is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

### **Appendix 2: Confiscation of inappropriate items**

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. 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 should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Designated members of staff can search without consent for any of the items deemed inappropriate. Searches will be conducted if we believe a student has one or more of the following prohibited items on the school site (though this list is not exhaustive):

- Knives and weapons
- Alcohol

- Illegal drugs
- Stolen items
- Cigarettes and vapes
- Tobacco, lighters and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Mobile phones if in breach of the school rules and expectations or are posing a safeguarding concern

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item. The school is not liable for any damage to, or loss of, any confiscated item(s).

The police may be contacted if any items found are deemed to be illegal or pose a significant risk to others. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student. Parents/carers will be informed of any confiscated item and may be required to collect the item from the school office or request their disposal. Any items not collected by parents within 28 days will be disposed of appropriately.

### **Appendix 3: Prohibited Sexual Harassment and Peer on Peer Abuse**

Peer on peer abuse can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity.
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body.
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature.
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing.
- Purposefully cornering or hindering an individual's normal movements.
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography.
  - Sharing pornography via the internet or email.
  - Creating or maintaining websites with sexual content.

- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

The school will respond promptly and appropriately to any sexual harassment or peer on peer abuse complaints in line with the Complaints and Grievance Procedure and Policy; appropriate steps will be taken to stop the harassment, prevent any recurrence and support both the victim and the perpetrator.

Sanctions for incidents of sexual harassment or peer on peer abuse will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment or abuse and advise about and if possible will provide counselling services for victims, or academic support services if the harassment has affected performance.

#### **Appendix 4 Use of reasonable force**

There are circumstances when it is appropriate for staff in schools 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 children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students. Headteachers 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.

Force may not be used to search for other items banned under the school rules. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.