



THE  
KINGSWAY  
SCHOOL



**READY**



**RESPECT**



**SAFE**

## Behaviour Policy

2025 – 2026



EDUCATION  
LEARNING  
TRUST

COLLABORATE - EMPOWER - ACHIEVE

|             |             |
|-------------|-------------|
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## 1. Principles, Purpose and Scope

### 1.1 Ready, Respect, Safe

At The Kingsway School, we believe that every pupil should be supported to succeed, whilst being held to high expectations. Our approach is rooted in **compassion**: understanding that young people are learning, developing and navigating an increasingly complex modern world, whilst helping them to make positive choices and take responsibility for their behaviour.



**Ready, Respect, Safe** provides the simple and consistent language through which we describe the behaviour we expect from everyone in our school community.

**Ready** means being prepared to learn, participate and make the most of every opportunity. Pupils arrive on time, bring the equipment they need, follow instructions and approach their learning with purpose.

**Respect** means treating ourselves, others and our environment with kindness, dignity and consideration. We listen to others, value differences, use appropriate language and behave in a way that allows everyone to learn and feel that they belong.

**Safe** means making choices that protect our own wellbeing and the wellbeing of others. We follow school routines and instructions, act responsibly and speak up when something does not feel safe.

Ready, Respect, Safe applies to everyone, everywhere and at all times within our school community. These expectations provide a common language for pupils, staff and parents and underpin the consistent application of this policy.

Ready, Respect, Safe are the foundations of our behaviour culture. They provide the conditions in which pupils are able to **achieve, belong and thrive**.

Our behaviour culture is not simply about compliance with rules or the application of sanctions. It is about creating a school environment in which pupils can learn successfully, develop positive relationships, contribute to their community and take advantage of the opportunities available to them.

The **Ready, Respect, Safe Policy** sits within the wider culture and ethos of The Kingsway School. It works alongside our curriculum, pastoral, safeguarding, attendance, inclusion and personal development provision to support our ambition for every pupil.

Through consistent expectations, strong relationships and compassionate support, we aim to help pupils develop the confidence, character and behaviours they need to navigate the modern world and to achieve, belong and thrive.

## 1.2 Vision and Aims

At The Kingsway School, we believe that pupils learn best when they feel **safe, valued, supported and part of a community**. We want every pupil to feel that they belong, that they are known and cared for, and that they are capable of achieving highly.

Our approach to behaviour is therefore rooted in **compassion and high expectations**. We support pupils to make positive choices, learn from mistakes and develop the habits and behaviours that will help them to navigate the modern world. At the same time, we are clear that every member of our community has a responsibility to contribute to a school environment in which others can learn, feel safe and thrive.

Our behaviour approach supports our wider school vision of **achieving success and transforming lives through compassion, community and curriculum**. We want every pupil to **achieve, belong and thrive**.

Our aims are to:

- create a calm, safe and purposeful environment where learning can flourish
- ensure every pupil understands what is expected of them and why it matters
- build positive, trusting relationships between pupils, staff, families and the wider community
- help every pupil develop a strong sense of belonging and responsibility to others
- recognise and celebrate positive behaviour, effort, contribution and achievement
- respond to behaviour with fairness, consistency, compassion and appropriate challenge
- support pupils to reflect, learn from mistakes and improve their behaviour
- provide the support and reasonable adjustments pupils need to succeed
- enable every pupil to access and benefit from a rich and ambitious curriculum
- develop the knowledge, character and behaviours pupils need to navigate the modern world.

We want every pupil to leave The Kingsway School feeling that they have belonged to a community, contributed to it and been supported to become successful members of society.

## 1.3 Purpose of the Behaviour Policy

The Behaviour Policy provides a clear and shared framework for promoting positive behaviour and responding to behaviour that does not meet the school's expectations.

It ensures that pupils understand the standards of behaviour expected of them, staff understand their responsibilities and apply expectations consistently, and parents and carers understand how behaviour is promoted and managed.

The policy provides leaders with a clear framework for making decisions about behaviour, support and sanctions. Decisions will be made fairly, consistently and proportionately, with due regard to individual circumstances, including safeguarding, inclusion, SEND, equality and wellbeing.

The policy also recognises the relationship between behaviour, attendance, learning and achievement. Its purpose is ultimately to ensure that behaviour supports every pupil's ability to learn and succeed.

The policy provides the framework for decision-making and should be read alongside the school's supporting procedures and related policies, which provide further detail about specific areas of behaviour management.

#### **1.4 Scope of the Policy**

This policy applies to all pupils and to all decisions relating to behaviour at The Kingsway School.

It applies during the school day, on school premises, during movement between lessons and across school sites, at break and lunchtime, on school transport, during educational visits, trips and residentials, and whenever pupils are representing the school.

It also applies to behaviour when pupils are travelling to or from school where that behaviour affects the school community, and to online behaviour where it affects pupils, staff, the wider school community or the orderly operation of the school.

The policy may also apply to behaviour occurring outside these circumstances where a pupil can reasonably be identified as a member of The Kingsway School community, whether or not they are wearing school uniform.

The policy provides the framework for the promotion, management and response to behaviour, including recognition and rewards, classroom responses, sanctions, support, removal from lessons, internal suspension, off-site direction, managed moves, suspension and permanent exclusion.

The policy will be implemented in accordance with relevant legislation and Department for Education statutory guidance and should be read alongside the school's other policies and procedures.

Where individual circumstances require a different or additional response, decisions will be made in accordance with the principles of this policy and relevant legal and statutory requirements.

## **1.5 Implementation and Communication**

The **Ready, Respect, Safe Policy** is a whole-school commitment. It is most effective when pupils, staff, parents and carers understand the expectations, share a common language and work together to create a positive school community.

Staff will receive appropriate training, guidance and regular reminders so that expectations and responses are understood and applied with consistency, fairness and compassion. Pupils will be explicitly taught the school's behaviour expectations and will revisit them regularly through assemblies, form time, lessons and wider school communication.

We value the partnership between school and home. Parents and carers will be kept informed about the school's expectations and how behaviour is promoted and supported. Where concerns arise, we will seek to work positively with families, sharing information and identifying ways in which we can work together to help pupils make positive choices and succeed.

The policy will be readily accessible to pupils, staff, parents, carers and other stakeholders. Expectations and procedures will be reviewed and communicated regularly, particularly where there are changes to school practice or statutory requirements.

Parents and carers will be consulted as part of future reviews of the policy, alongside pupils and staff, to ensure that the policy continues to reflect the needs and experiences of our whole school community.

The implementation and effectiveness of the policy will be regularly reviewed by school leaders and, where appropriate, reported to the Trust and Governing Body.

## **2. Roles and Responsibilities**

Effective behaviour management is a shared responsibility. Everyone in the school community has a role to play in establishing and maintaining the high standards of behaviour set out in this policy.

### **2.1 The Trust and Governing Body**

The Trust is accountable for ensuring that appropriate policies and arrangements are in place to promote positive behaviour and pupil welfare.

The Governing Body is responsible for reviewing and monitoring the Behaviour Policy and ensuring that it reflects the school's values, statutory responsibilities and wider approach to pupil welfare.

## **2.2 Headteacher**

The Headteacher has overall responsibility for the implementation and effectiveness of the Behaviour Policy.

The Headteacher has the authority to issue suspensions and make decisions regarding permanent exclusion in accordance with statutory requirements and Trust procedures.

## **2.3 Associate Headteacher**

The Associate Headteacher supports the Headteacher in the implementation of the Behaviour Policy and provides leadership and oversight of behaviour across the school.

## **2.4 Senior Leadership Team**

The Senior Leadership Team is responsible for implementing the Behaviour Policy and ensuring that expectations are applied consistently across the school.

The **overall Behaviour Lead is Assistant Headteacher Mrs Karen Clarke**, who provides strategic leadership for behaviour and coordinates the school's approach to behaviour management.

Assistant Headteachers have line management responsibility for designated year groups and contribute to the monitoring, support and development of behaviour within those year groups.

Members of the Senior Leadership Team have delegated authority to issue internal suspensions in accordance with the school's behaviour procedures.

The designated Behaviour Leads are:

**Broadway Campus: Mr Howarth**

**Foxland Campus: Mrs Clarke**



## **2.5 Pastoral Staff**

Pastoral staff support and monitor the behaviour, attendance, wellbeing and wider development of individual pupils and groups of pupils within their designated remit.

They work closely with pupils, families, teaching staff, school leaders and external agencies where appropriate, providing effective liaison between stakeholders and ensuring that relevant information is communicated and acted upon.

Pastoral staff contribute to the graduated response to behaviour, identify emerging concerns and support pupils to understand and improve their behaviour. Pastoral staff may issue C5 sanctions where they feel behaviour should be considered as 'serious behaviour' and a higher level sanction should be applied. They will escalate concerns to appropriate colleagues where behaviour requires additional support, intervention or a safeguarding response.

## **2.6 Designated Safeguarding Lead**

The Designated Safeguarding Lead is responsible for ensuring that behaviour matters which may constitute or indicate a safeguarding concern are identified and responded to appropriately.

The DSL will lead decision-making in relation to safeguarding matters arising from behaviour, in consultation with the Headteacher and Associate Headteacher where appropriate.

Safeguarding considerations will take precedence where there is a concern that behaviour may indicate a risk of harm to a pupil or another member of the school community.

## **2.7 All Staff**

All staff are responsible for implementing the Behaviour Policy consistently and contributing to a positive, calm and purposeful school culture.

Staff are expected to model **Ready, Respect, Safe**, reinforce expectations, recognise positive behaviour and respond appropriately when expectations are not met.

Staff should use professional judgement and seek support from colleagues and leaders where behaviour requires additional intervention or may indicate an underlying safeguarding, SEND or welfare concern.

## **2.8 Pupils**

Pupils are responsible for understanding and upholding the expectations set out in the Behaviour Policy.

Pupils are expected to demonstrate **Ready, Respect, Safe**, take responsibility for their choices and behaviour, and contribute positively to the learning and wider school environment.

Pupils are expected to respond appropriately to staff instructions, reflect on incidents where behaviour falls below the expected standard and engage positively with support intended to help them improve.

## 2.9 Parents and Carers

Parents and carers play an important role in supporting the school's behaviour culture and are expected to work in partnership with the school.

Parents and carers should support their child in understanding and meeting the expectations of **Ready, Respect, Safe**, communicate with the school where concerns arise and engage positively with any support or intervention put in place.

Parents and carers are encouraged to monitor **Class Charts** regularly so that they are aware of their child's behaviour, achievements, rewards and any consequences or interventions recorded by the school.

### 3. Positive Behaviour and Rewards

At The Kingsway School, we believe that positive behaviour should be noticed, recognised and celebrated. Our approach seeks to build strong relationships, develop a sense of belonging and reinforce the behaviours that enable pupils and others to achieve, belong and thrive.

#### 3.1 Positive Relationships

Positive relationships are central to our behaviour culture. Staff seek to build respectful, supportive and purposeful relationships with pupils, taking time to know them as individuals and creating opportunities for pupils to feel valued and connected to the school community.

Staff will seek to understand pupils, recognise their successes and provide opportunities for them to contribute positively to school life. A strong sense of belonging is an important foundation for positive behaviour.

#### 3.2 Praise and Positive Reinforcement

Praise is an important part of everyday behaviour management. Staff are expected to recognise pupils when they meet our **Ready, Respect, Safe** expectations and to reinforce the behaviours that support learning and positive relationships.

Our approach is based on the principle of **praise in public and reprimand in private**, wherever appropriate. Positive recognition should be specific and meaningful, helping pupils to understand what they have done well and why it matters.

The school aims to maintain a **10:1 positive-to-negative recognition ratio**, ensuring that positive behaviour is recognised significantly more frequently than negative behaviour is addressed.

#### 3.3 Recognition and Rewards

Pupils can earn positive points through their everyday contribution to school life, including their approach to learning, conduct, effort and meeting our **Ready, Respect, Safe** expectations.

The school recognises sustained positive behaviour through the following awards:

##### Achievement

**100 positive points in a half term**

**500 positive points in an academic year**

##### Recognition

RRS Embodiment Award

RRS Bronze Badge

|                                                  |                    |
|--------------------------------------------------|--------------------|
| <b>750 positive points in an academic year</b>   | RRS Silver Badge   |
| <b>1,000 positive points in an academic year</b> | RRS Gold Badge     |
| <b>1,250 positive points in an academic year</b> | RRS Platinum Badge |

Pupils who achieve **95% positive points and 95% attendance** are eligible for a place on the **TKS Termly Rewards Trip**.

Rewards are intended to recognise sustained positive contribution and encourage pupils to develop the habits and behaviours that support their success.

### **3.4 Celebration of Achievement and Contribution**

Positive behaviour, achievement and contribution are celebrated regularly across the school.

This includes **half-termly celebration assemblies**, the **annual Awards Evening** and the **Key Stage 3 Graduation Ceremony**. These opportunities recognise pupils who have demonstrated achievement, personal development, contribution to the school community and the values that underpin life at The Kingsway School.

### **3.5 House Rewards**

Pupils can also contribute to their House through participation in House competitions and activities. House points provide an additional opportunity for pupils to demonstrate teamwork, participation and school spirit.

The House system brings pupils together through their form groups and provides opportunities to develop a sense of identity and belonging within the wider school community. Pupils compete as members of their House, with points awarded for participation and achievement.

For House competitions:

**Winning House – 15 House Points**

**Second House – 10 House Points**

**Third House – 5 House Points**

The House system supports our wider culture of belonging and encourages pupils to contribute positively to the life of the school.

## 4. Routines and Expectations

### 4.1 Behaviour as a Condition for Learning

At The Kingsway School, we believe that pupils learn best when they feel safe, valued and ready to learn, and when classrooms are calm, purposeful and welcoming. Positive behaviour creates the conditions in which every pupil can participate, build relationships and make the most of the opportunities available to them.

Our approach combines compassion with high expectations. We recognise that pupils are developing and will sometimes make mistakes. Our role is to help them understand expectations, make positive choices and learn from their experiences, whilst maintaining the standards that allow everyone to learn and feel that they belong.

Our established routines provide a consistent framework for behaviour across the school.

**Ready, Respect, Safe** provides the guiding principles behind these routines and should inform the choices pupils make throughout the school day.

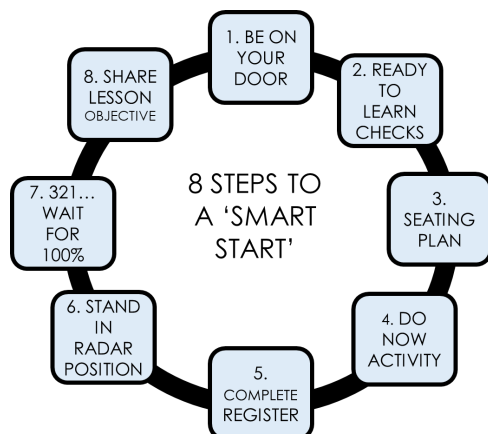
Pupils should consider whether they are ready to learn, whether they are showing respect for others and their environment, and whether their choices are safe. Questions such as **“Is this respectful?”** or **“Am I being safe?”** provide a simple reference point when making decisions, including where a specific rule or routine does not provide an immediate answer.

Our routines are designed to protect learning time, reduce unnecessary disruption and create the conditions in which every pupil can achieve, belong and thrive.

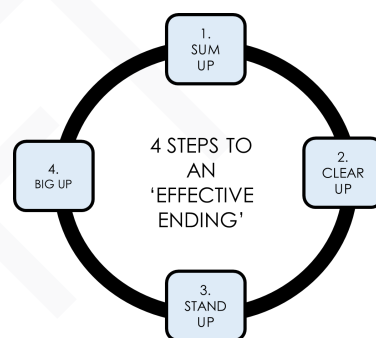
### 4.2 Classroom Routines and Expectations

Classroom routines are designed to ensure that learning starts promptly, continues without unnecessary disruption and finishes effectively.

At the beginning of lessons, pupils follow established **line-up and Smart Start** routines. They are greeted by their teacher, enter calmly, settle quickly and begin the learning activity provided by the teacher. Staff will explicitly teach and reinforce these routines.

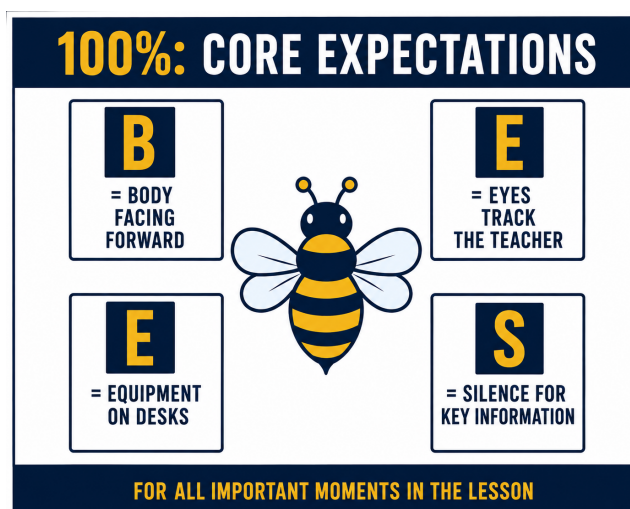


Lessons should include effective endings that allow pupils to reflect on their learning, organise themselves and leave the classroom in an orderly manner. Pupils remain in the classroom until they are dismissed by their teacher. The lesson bell does not, in itself, give permission to leave.



On Broadway Campus, designated upstairs rooms operate an agreed **two-minute early-release arrangement** to support the safe and orderly movement of pupils between lessons. This is a controlled school routine and does not alter the expectation that pupils remain in lessons until dismissed.

The **Kingsway BEES** routines provide a consistent approach to classroom expectations and support pupils in being ready to learn.



#### 4.3 Movement Around School

Movement around school should be **calm, orderly and safe**.

Pupils are expected to move promptly between lessons, follow staff instructions and avoid behaviour that disrupts others or creates unnecessary risk. On corridors, pupils should walk on the left and give consideration to other members of the school community.

Pupils should use the time between lessons appropriately and meet the school's **All-in-in-5** expectation.

#### 4.4 Social Times and Communal Spaces

Break and lunchtime provide opportunities for pupils to socialise, relax and participate in activities in a safe and respectful environment.

During the summer months, designated school fields may be available for pupils to use. Football and other games must be played safely and within staff eyeline. Pupils participating in games are expected to meet our **Ready, Respect, Safe** expectations and respond immediately to staff instructions.

Pupils should maintain an appropriate **"hoop of space"** around themselves and others when playing or socialising. Activities and games must not create a risk to other pupils, staff or the wider school environment.

Staff may limit the number of pupils participating in an activity, restrict the area available for a game or stop an activity where necessary to maintain safety, manage space or ensure that pupils can enjoy social time appropriately.

#### 4.5 Arrival to and Departure from School

Pupils may arrive at school from **8.00am**. On arrival, pupils are expected to enter the school appropriately and complete the school's **Ready to Learn checks**.

Pupils should be prepared to show that they have their basic learning equipment, including a **pen, pencil, ruler and timetable**.

Form lines begin from **8.20am** for pupils in Years 7–11 in their respective 'year zones'. Year 11 pupils have access to the canteen from 8.00am.

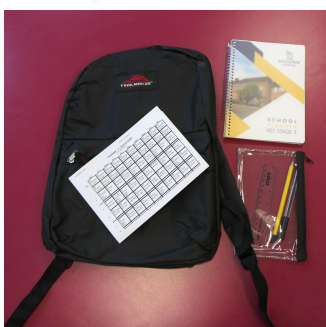


At the end of the school day, pupils are expected to leave the site promptly and safely unless they are attending an organised activity, intervention or other supervised provision.

#### **4.6 Punctuality and Readiness to Learn**

Pupils are expected to arrive at school and to every lesson on time and ready to learn.

All pupils should have the basic equipment required for learning, including a **pen, pencil and ruler in a clear pencil case and their learning journal with a timetable**. A scientific calculator is strongly recommended for pupils where appropriate.



Pupils arriving at school after **8.30am** must enter through the designated late gate: **Reception at Foxland Campus and the Hub at Broadway Campus**.

Pupils are expected to move efficiently between lessons. The school's **All-in-in-5** expectation means that pupils should be in their next lesson and ready to learn within five minutes of the end of the previous lesson.

Persistent lateness or failure to meet expectations around punctuality may result in additional support or appropriate consequences in accordance with the school's graduated response.

#### **4.7 Uniform and Presentation**

Pupils are expected to wear the full school uniform correctly and present themselves in a smart and appropriate manner.

Uniform should be worn as intended, including a shirt tucked in and a tie worn correctly with **four stripes visible**. Skirts should be worn just above the knee.

Jewellery is not permitted, other than where specifically agreed for medical, religious or other appropriate reasons. Hair, make-up and nails should be natural, discreet and appropriate for a school environment.

Full details of the school's uniform expectations are provided in **Appendix 1: Uniform Information**.

#### **4.8 Conduct During Lessons and Independent Study**

Every pupil has the right to learn in an environment free from unnecessary disruption. Every member of the school community therefore has a responsibility to protect learning time.

Teachers will establish clear expectations, teach routines and respond to behaviour consistently. Pupils are expected to follow instructions, engage with learning and allow others to learn without disruption.

The school's classroom behaviour system operates through a **Choice, Chance, Consequence** approach:

**C1 – Choice:** The pupil is reminded of the expected behaviour and given the opportunity to make the appropriate choice.

**C2 – Chance:** The pupil is given a further opportunity to correct their behaviour and return to the expected standard.

**C3 – Consequence:** The pupil receives a **15-minute detention** as a consequence of continued disruption or failure to meet the expected standard.

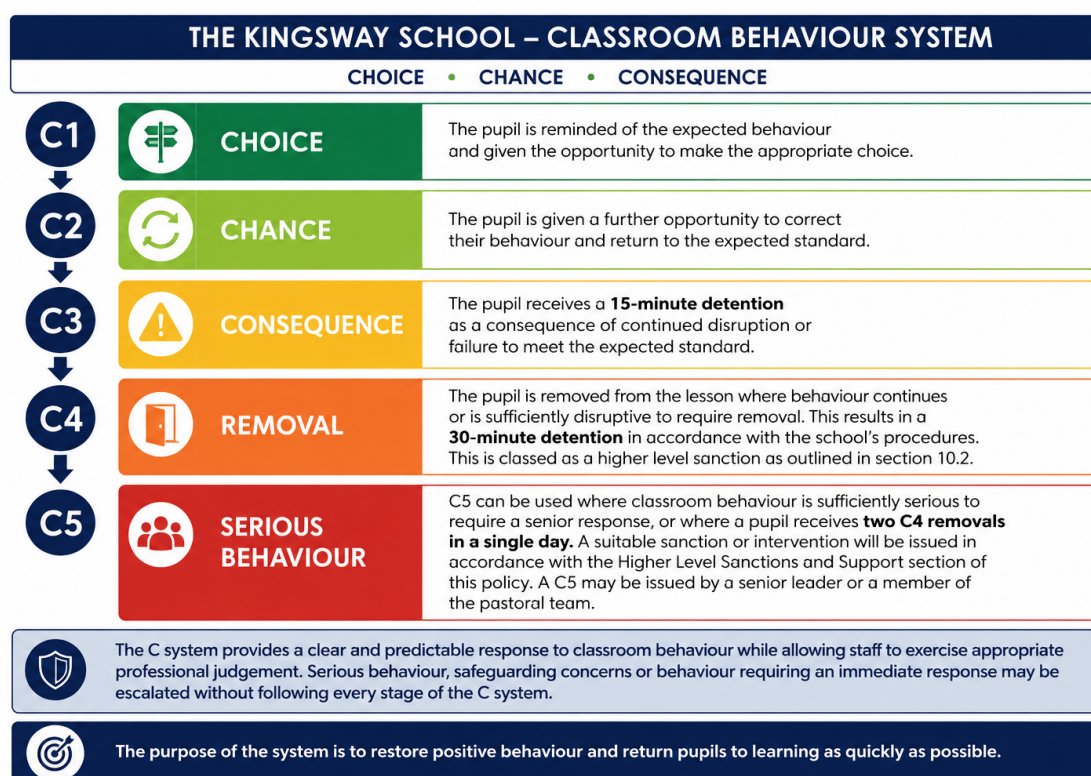
**C4 – Removal:** The pupil is removed from the lesson where behaviour continues or is sufficiently disruptive to require removal. This results in a **30-minute detention** in accordance with the school's procedures. This is classed as a higher level sanction is outlined in section 10.2.

**C5 – Serious Behaviour:** C5 can be used where classroom behaviour is sufficiently serious to require a senior response, or where a pupil receives **two C4 removals in a single day**. A

suitable sanction or intervention will be issued in accordance with the **Higher Level Sanctions and Support** section of this policy. A C5 may be issued by a senior leader or a member of the pastoral team.

The C system provides a clear and predictable response to classroom behaviour while allowing staff to exercise appropriate professional judgement. Serious behaviour, safeguarding concerns or behaviour requiring an immediate response may be escalated without following every stage of the C system.

The purpose of the system is to restore positive behaviour and return pupils to learning as quickly as possible.



## 5. Responding to Behaviour

### 5.1 Principles of Responding to Behaviour

Staff will use the Ready, Respect, Safe Policy as the framework for responding to behaviour and will exercise professional judgement to identify the response that best supports the pupil and the wider school community.

Compassion is a leading principle in our decision-making. We seek to understand behaviour in context and respond in ways that are fair, proportionate and in the best interests of both the individual pupil and the wider school community.

Responses should be fair, reasonable and proportionate, taking account of the nature, seriousness, frequency and impact of the behaviour. Staff will seek to understand the circumstances surrounding behaviour and consider relevant individual factors, including SEND, reasonable adjustments, safeguarding and any mitigating circumstances.

Where appropriate, staff will seek to preserve positive relationships, restore trust and help pupils understand the impact of their behaviour. Responses should maintain the dignity of the pupil while being clear about the expectations that apply to all members of the school community.

Reasonable adjustments and mitigating circumstances will be taken into account when determining an appropriate response but do not, in themselves, provide an exemption from the expectations set out in the Ready, Respect, Safe Policy. Serious Behaviour remains serious behaviour, although individual circumstances will be considered when determining the most appropriate response.

Where behaviour presents an immediate risk to safety or safeguarding, or is sufficiently serious, staff may escalate the response without following each stage of the school's usual behaviour system.

The purpose of any response is to maintain a safe and purposeful environment, protect learning and support the pupil to return successfully to the expected standard of behaviour.

### 5.2 Graduated Response

The Kingsway School operates a **graduated response** to behaviour. This enables the school to respond appropriately to the nature and frequency of behaviour while providing increasing levels of support and intervention where concerns persist.

The graduated response recognises that some pupils may require additional support to meet behaviour expectations. The school will seek to identify emerging concerns, work with pupils and parents or carers, and put appropriate support in place before behaviour becomes more serious wherever possible.

The graduated response and associated stages of intervention are outlined in **Appendix 4: Behaviour Graduated Response and Intervention Pathway**.

### 5.3 Detentions

Where support, reminders and opportunities to correct behaviour have not resulted in improvement, a detention may be issued in accordance with the school's structured detention and escalation system. The system provides a clear and proportionate progression of responses, as outlined in the Detention and Escalation System in the Appendix.

The member of staff issuing the detention will record it on Class Charts and ensure that the pupil is informed of the detention and the arrangements for attending.

Pupils are expected to attend detentions as directed. Where a pupil does not attend, staff will make a reasonable attempt to remind the pupil or establish the reason for non-attendance where practicable. Non-attendance will typically result in an escalation of the response in accordance with the school's detention and escalation system. Detentions are chance to for a student to reflect on their choices but pupils may also complete work in longer detentions.

### 5.4 Classroom-Level Responses

Classroom-level behaviour is managed through the school's **Choice, Chance, Consequence (C system)** outlined in Section 4.8.

The C system provides a consistent and predictable response to low-level and classroom disruption. Staff will use professional judgement when applying the system, and serious incidents or behaviour requiring an immediate response may be escalated without following each stage.

Where classroom-level responses are not sufficient to improve behaviour, concerns may be escalated through the school's wider graduated response.

### 5.5 Levels of Response

Where behaviour concerns persist or require additional intervention, the school may use a series of increasingly targeted responses.

**Tier 1: Form Tutor or Subject Report** is used to monitor behaviour, identify patterns and provide an early opportunity for improvement. A subject support should be used when a pupil needs support in a single subject with a form tutor report being used where a pupil needs a broader level of curriculum support.

A subject or a form tutor report should be used following TWO removals from lesson.

**Tier 2: Pastoral Report** is used where behaviour concerns persist or require additional pastoral monitoring and support from the year team.

**Tier 3: SLT Report** is used where behaviour continues to cause concern, has a significant impact on learning or requires senior leadership oversight.

Reports are intended to provide structured support and monitoring rather than simply to record poor behaviour. Pupils and parents or carers will be informed where appropriate and may be involved in identifying strategies to support improvement.

A student report is fully reviewed after a two week period (or six lessons for a subject report) at which time a student may come off report, continue on report or be escalated to a higher level report. The school may move between levels of response depending on the nature, seriousness and frequency of behaviour. It is not necessary for every pupil to progress through each stage.

## **5.6 Higher-Level Sanctions and Interventions**

Higher-level sanctions and interventions may be used in response to a **single serious incident or persistent breaches of the Behaviour Policy**. In this instance, a student will be issued a C5 to indicate that this is classified as 'serious behaviour'.

The response will depend on the nature and circumstances of the behaviour. The school uses a tiered response of higher-level sanctions which may include SLT suspension, internal suspension, cross-campus suspension, Behaviour Panel, off-site direction, managed move, suspension or permanent exclusion.

Further information about the circumstances in which these responses may be used and the procedures that apply is set out in **Section 10: Higher-Level Sanctions and Support**.

## **5.7 Parental Communication and Involvement**

The school welcomes partnership with parents and carers in supporting pupils to maintain positive behaviour and where required make improvements.

Parents and carers may be contacted when behaviour becomes a concern or where additional support or intervention is required. Communication may take place by email, telephone or face-to-face meeting, depending on the nature and circumstances of the concern.

Parents are asked to review and sign the behaviour tracker in learning journals each week. Where a pupil is placed on a behaviour report, parents or carers may be asked to review and sign this more regularly. This provides an opportunity to monitor progress, recognise improvement and identify any further support that may be required.

Parents and carers can contact the relevant **Year Team email addresses below** where they have questions or concerns about their child's behaviour:

year7.pastoral@kingsway.stockport.sch.uk

year8.pastoral@kingsway.stockport.sch.uk

year9.pastoral@kingsway.stockport.sch.uk

year10.pastoral@kingsway.stockport.sch.uk

year11.pastoral@kingsway.stockport.sch.uk

### **5.8 Supporting Pupils to Improve Behaviour**

The purpose of the school's behaviour response is not simply to apply consequences but to support pupils to understand, reflect on and improve their behaviour.

Where behaviour causes concern, the school will seek to understand patterns and identify any appropriate support or intervention. This may include pastoral support, behaviour monitoring, parental involvement, targeted intervention or other appropriate provision.

Support will be proportionate to need and will form part of the school's graduated response. Further details are provided in **Appendix 4: Behaviour Graduated Response and Intervention Pathway**.

### **5.9 Recording Behaviour Incidents and Responses**

Behaviour incidents and responses will be recorded appropriately on **Class Charts** to provide a consistent record of behaviour across the school.

Serious incidents and higher-level sanctions or interventions will be supported by additional communication and recording where required. Records will be used to monitor patterns, inform decision-making and identify pupils or groups who may require additional support.

Behaviour records will be handled in accordance with the school's safeguarding, data protection and information-sharing requirements.

### **5.10 Behaviour Panel**

The **Behaviour Panel** is a daily decision-making meeting chaired by a designated Behaviour Lead. It provides an opportunity to review behaviour incidents and records from the day and determine appropriate actions and interventions.

The panel considers patterns of behaviour, the circumstances of individual incidents, previous responses and any relevant pastoral, safeguarding or SEND information. Where appropriate, pupils and parents or carers may be involved in subsequent actions or support.

Higher-level sanctions and interventions may be considered and issued as part of the Behaviour Panel process where appropriate. Decisions will be made in accordance with this policy and will take account of the nature, seriousness, frequency and impact of the behaviour, together with relevant individual circumstances.

The Behaviour Panel also provides an opportunity to identify emerging patterns, coordinate support and ensure that actions are followed up by the appropriate staff.

## 6. Specific Areas of Concern

Growing up and navigating school life brings a range of challenges for young people. Some behaviours are more commonly encountered within schools and can have a significant impact on learning, relationships, safety and wellbeing. We seek to support pupils to make positive choices and respond with compassion, while maintaining clear and consistent expectations across our community.

The following areas are addressed specifically within the **Ready, Respect, Safe Policy** because they require a shared understanding of expectations and a consistent approach from pupils, staff and families. Where behaviour in these areas is more serious or persistent, the responses set out elsewhere in this policy, including those in the **Serious Behaviour** and **Higher-Level Sanctions** sections, may apply.

### 6.1 Mobile Phones and Smart Technology

The Kingsway School operates a **mobile phone-free school day** in accordance with Department for Education statutory guidance. Mobile phones and other smart technology with similar functionality must not be used or accessed during the school day, including during lessons, movement between lessons, break and lunchtime.



Where a mobile phone or prohibited smart technology is seen or used, it will be confiscated and taken to the main reception for collection in accordance with the school's procedures. A **15-minute detention** will also be issued.

Repeated or more serious breaches **may be classed as serious behaviour** and may result in an escalation through the school's graduated response and higher-level sanctions.

Any agreed exceptions or reasonable adjustments will be managed in accordance with the school's **Mobile Technology Policy** and relevant statutory requirements. Further details are provided in the Mobile Technology Policy and the **Confiscation and Search Procedure**.

### 6.2 Uniform, Appearance and Being Ready to Learn

Pupils are expected to arrive at school and remain throughout the school day in the correct uniform, appropriately presented and ready to learn, as outlined in Section 4 and **Appendix 5: Uniform Information**.

Pupils are also expected to have the basic equipment required for learning, including a pen, pencil, ruler and timetable.

Where a pupil is not meeting these expectations, staff will use a **Correct or Consequence** approach. Pupils are expected to cooperate with reasonable requests to correct an issue.

Where appropriate, the school may provide a loan item of uniform or equipment to enable the pupil to meet the expected standard.

Failure to cooperate with reasonable requests to correct an issue may result in an escalation of the response, including internal suspension where appropriate.

The school will consider relevant individual circumstances and reasonable adjustments when responding to uniform, appearance and readiness-to-learn concerns.

### **6.3 Vaping and Smoking**

Smoking and vaping are prohibited on the school site and **will be classed as serious behaviour**.

Where a pupil is found smoking or vaping, or in possession of associated prohibited items, a higher-level sanction or intervention will be considered. The response will take account of the nature and circumstances of the incident, including whether the behaviour is repeated, whether other pupils are involved and any relevant safeguarding concerns.

Further information about higher-level sanctions and interventions is provided in **Section 10: Higher-Level Sanctions and Support**.

### **6.4 Punctuality**

Punctuality is an important part of being **Ready to Learn**. Pupils are expected to arrive at school and to every lesson on time.

The following standard responses apply:

**Arrival at school between 8.30am and 8.45am** – 15-minute detention.

**Arrival at school after 8.45am** – 30-minute detention.

**More than five minutes late to a lesson** – 15-minute detention.

**More than one late arrival in a single day** – 30-minute detention.

Persistent or repeated lateness **may be classed as serious behaviour** where it represents a significant or sustained breach of expectations. In such circumstances, the response may be escalated through the school's graduated response and higher-level sanctions.

Where lateness is linked to an identified barrier to attendance or punctuality, the school will seek to understand and address the underlying cause alongside any appropriate consequence.

### **6.5 Internal Truancy**

Internal truancy **will be classed as serious behaviour**. Pupils are expected to attend all timetabled lessons and other directed activities and to follow reasonable instructions from staff.

Failure to attend a lesson without permission, deliberately avoiding a lesson or leaving a lesson without authorisation will result in an escalation beyond the classroom-level response.

A refusal to attend a lesson when instructed to do so will result in an escalation of the response and may lead to a higher-level sanction or intervention as outlined in **Section 10: Higher-Level Sanctions and Support**.

Where internal truancy is persistent or forms part of a wider pattern of behaviour or attendance concern, the pupil will be considered through the school's graduated response.

### **6.6 Persistent or Repeated Low-Level Disruption**

Repeated low-level disruption can have a significant impact on learning and is therefore treated seriously.

More than one **C4 in a single day will be classed as serious behaviour**. This means that the response may be escalated beyond the classroom-level C system and a higher-level sanction or intervention may be issued.

The school will consider the frequency and pattern of incidents, their impact on learning and any relevant individual circumstances when determining the appropriate response.

## 7. Serious Behaviour and Responses

### 7.1 Definition of Serious Behaviour

Serious behaviour is behaviour which, because of its nature, seriousness, frequency or impact, represents a significant breach of the Behaviour Policy or creates a significant risk to the safety, welfare or education of pupils, staff or others.

Some behaviours are **defined within this policy as serious behaviour**. Other behaviour may be classed as serious where its frequency, severity, impact or circumstances meet the definition above.

A single incident may constitute serious behaviour. Serious behaviour does not need to progress through the classroom C system or every stage of the graduated response before a higher-level response is considered.

### 7.2 Serious Disruption

Serious disruption includes significant disruption to teaching and learning, deliberate disruption of the school's operation, persistent refusal to follow reasonable instructions or behaviour that significantly prevents others from learning.

Where the nature, frequency or impact of disruption meets the definition in 7.1, it **will be classed as serious behaviour**.

### 7.3 Physical Aggression and Assault

Physical aggression and assault include fighting, physical aggression, assault, deliberately causing injury, physical intimidation or threatening physical harm to pupils, staff or others.

Physical aggression or assault **will be classed as serious behaviour**.

### 7.4 Threatening, Intimidating or Abusive Behaviour

This includes threats, intimidation, aggressive conduct, serious verbal abuse, threatening language or behaviour directed towards pupils, staff or others.

Behaviour of a sufficiently serious nature, including threats of violence or serious intimidation, **will be classed as serious behaviour**.

### 7.5 Bullying

Bullying includes physical, verbal, relational, discriminatory and cyberbullying. Behaviour will be treated particularly seriously where it is persistent, targeted or causes significant harm or distress.

Bullying **will be classed as serious behaviour** where it represents a significant breach of the school's expectations or causes significant harm or distress.

Bullying will be addressed in accordance with the school's **Anti-Bullying Policy** and may also require a safeguarding response.

## **7.6 Discriminatory Behaviour and Abuse**

Discriminatory behaviour includes racist, homophobic, biphobic, transphobic or disability-related abuse, as well as other behaviour targeting a protected characteristic or personal characteristic.

Such behaviour **will be classed as serious behaviour** where it constitutes discriminatory abuse or a significant discriminatory incident.

Such behaviour is inconsistent with the values and expectations of The Kingsway School and may require both a behaviour and safeguarding response.

## **7.7 Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour**

Sexual harassment, sexual violence and harmful sexual behaviour include unwanted sexualised behaviour, sexual comments, sharing sexual imagery, harmful sexual behaviour and other conduct of a sexual nature.

Sexual harassment, sexual violence and harmful sexual behaviour **will be classed as serious behaviour** and may require both a behaviour response and a safeguarding response.

Such incidents will be addressed in accordance with the school's safeguarding procedures and relevant statutory guidance.

## **7.8 Weapons, Offensive Weapons and Prohibited Items**

Serious behaviour includes bringing, possessing, using or threatening to use a weapon or offensive weapon, or possessing any prohibited item which could cause harm or is prohibited by law or school policy.

The possession, use or threatened use of a weapon or offensive weapon **will be classed as serious behaviour**.

## **7.9 Drugs, Alcohol, Smoking and Vaping**

Serious behaviour includes possessing, using, supplying or intending to supply illegal drugs, alcohol or other harmful substances, as well as smoking or vaping on school premises or during school activities.

The possession, use, supply or intended supply of illegal drugs or other harmful substances **will be classed as serious behaviour**.

Smoking and vaping **will be classed as serious behaviour**, as outlined in Section 6.3.

#### **7.10 Theft and Misappropriation**

Serious behaviour includes stealing or attempting to steal property belonging to pupils, staff, the school or others, or deliberately taking or retaining property without permission.

Serious or deliberate theft **will be classed as serious behaviour**.

#### **7.11 Deliberate Damage, Vandalism, Arson and Fire Safety**

Serious behaviour includes deliberate damage to school or personal property, vandalism, graffiti, arson, fire-setting, deliberate misuse of fire alarms or other behaviour that compromises emergency procedures or safety.

Deliberate misuse of fire alarms, arson, fire-setting and significant or deliberate damage to property **will be classed as serious behaviour**.

#### **7.12 Serious Online Behaviour**

Serious online behaviour includes behaviour which causes harm, threatens or intimidates others, facilitates bullying or harassment, involves the sharing of inappropriate or intimate images, or significantly affects pupils, staff or the wider school community.

Online behaviour **will be classed as serious behaviour** where it meets the definition in 7.1 or involves serious harassment, threats, abuse, bullying, sexual behaviour or other significant harm.

This includes online behaviour occurring outside school where it affects the school community or the orderly operation of the school.

#### **7.13 Internal Truancy and Deliberate Refusal**

Internal truancy **will be classed as serious behaviour**, as outlined in Section 6.5.

Deliberately avoiding lessons, leaving lessons without permission or refusing to attend a lesson or directed activity when instructed to do so will result in an escalation of the response.

#### **7.14 Serious Behaviour Outside School**

Serious behaviour occurring outside school may include behaviour while travelling to or from school, on school transport, during trips or visits, or online, where the behaviour affects members of the school community or the orderly operation of the school.

Where such behaviour meets the definition of serious behaviour in 7.1, it **will be classed as serious behaviour** and may be subject to the responses outlined in this policy.

### **7.15 Other Serious Behaviour**

Other behaviour may be classed as serious where, because of its nature, seriousness, frequency or impact, it represents a significant breach of the Behaviour Policy or creates a significant risk to the safety, welfare or education of pupils, staff or others.

### **7.16 Responding to Serious Behaviour**

Serious behaviour will normally result in a **higher-level sanction or intervention**. The response will be determined according to the nature and circumstances of the incident and will take account of relevant individual circumstances, including SEND, safeguarding and reasonable adjustments.

A single serious incident may result in an immediate higher-level response and does not need to progress through the classroom C system or every stage of the graduated response.

Higher-level responses are outlined in **Section 10: Higher-Level Sanctions and Support** and may include removal from class, internal suspension, cross-campus suspension, Behaviour Panel, off-site direction, managed move, suspension or permanent exclusion.

### **7.17 Recording and Responding to Serious Incidents**

Serious incidents will be recorded appropriately and may require additional communication with parents and carers, the relevant pastoral team, senior leaders and/or the DSL.

Serious incidents will be reviewed to identify any safeguarding, SEND, welfare or wider behavioural considerations and to determine whether further support or intervention is required.

## 8. Behaviour and Safeguarding

### 8.1 Behaviour and Safeguarding

At The Kingsway School, we recognise that behaviour and safeguarding are closely connected. A change in behaviour or a pattern of incidents may sometimes be a sign that a pupil is experiencing difficulties, witnessing or causing harm, or needs additional support. Understanding what may be behind a behaviour helps us respond with compassion and ensures that pupils receive the right support.

The safety and welfare of pupils will always be prioritised. The school will consider behaviour alongside the wider circumstances of the pupil, recognising that behaviour may sometimes be an indicator of an underlying safeguarding concern.

Staff should remain alert to changes in behaviour, unexplained injuries, persistent absence, serious violence, substance misuse, exploitation, harmful sexual behaviour, online harm and other indicators that may raise a safeguarding concern.

Our approach is underpinned by **Keeping Children Safe in Education (KCSIE)**, relevant statutory guidance and the **Safeguarding and Child Protection Policy**.

Behaviour and safeguarding responses are not mutually exclusive. Where behaviour also raises a safeguarding concern, the safeguarding response will be considered alongside any appropriate and proportionate behaviour response. Safeguarding will take priority where there is a concern about a pupil's safety or welfare, with the best interests of the child at the centre of decision-making.

### 8.2 When Behaviour May Indicate a Safeguarding Concern

Behaviour may indicate a safeguarding concern where it suggests that a pupil may be experiencing harm, exploitation or vulnerability, or where their behaviour may place themselves or others at risk.

Staff should consider the wider context and patterns of concern rather than viewing behaviour as an isolated incident. Where staff are unsure whether a behaviour concern constitutes a safeguarding concern, they should consult the DSL or Deputy DSL. Staff should not wait until they have established that abuse or harm has occurred before reporting a concern.

### 8.3 Child-on-Child Abuse

The Kingsway School recognises that children can abuse other children and that child-on-child abuse can occur **inside or outside school and online**. It is a safeguarding concern for both the child who has experienced the abuse and the child who has allegedly caused harm.

Child-on-child abuse may include, but is not limited to:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships, including teenage relationship abuse
- physical abuse
- serious physical assault or harm, including threats involving weapons
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nudes and semi-nudes
- upskirting
- depantsing or similar behaviour involving the deliberate removal or attempted removal of another person's clothing without consent
- initiation or hazing-type violence and rituals

This list is not exhaustive.

Child-on-child abuse **will be classed as serious behaviour**. A safeguarding response will be considered in accordance with the school's safeguarding procedures, alongside an appropriate and proportionate behaviour response.

The school will consider the needs and safety of all children involved, including the child who has experienced the behaviour and the child who has allegedly caused harm.

#### **8.4 Bullying and Harmful Behaviour**

Bullying and harmful behaviour will be addressed in accordance with the school's **Anti-Bullying Policy** and agreed procedures.

The school will use the **Anti-Bullying Alliance definition of bullying** and consider the nature, frequency, intention and impact of the behaviour.

Pupils can report concerns through **Whisper** or directly to any member of staff. Where bullying or harmful behaviour indicates a safeguarding concern, the DSL or Deputy DSL will be involved.

#### **8.5 Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour**

Sexual harassment, sexual violence and harmful sexual behaviour are safeguarding concerns as well as serious breaches of the Behaviour Policy.

Sexual harassment includes unwanted conduct of a sexual nature. Sexual violence includes rape, assault by penetration and sexual assault. Harmful sexual behaviour includes behaviour which is developmentally inappropriate, abusive or harmful to another child.

Sexual harassment, sexual violence and harmful sexual behaviour **will be classed as serious behaviour** and will be considered through both the safeguarding and behaviour procedures where appropriate.

Reports will be taken seriously and responded to promptly. The school will consider the safety and wellbeing of all children involved and whether further safeguarding action, specialist support, risk management or referral to external agencies is required.

### **8.6 Safeguarding Separation**

In certain circumstances, the school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another, which might require physically separating a pupil from one or other pupils. Following completion of a school risk assessment, (Risk Management Plan for Safeguarding Separation including for Harmful Sexual Behaviour), the school will inform parents of the reason why the pupil has been temporarily forbidden from attending its premises.

This is used for rare circumstances and only when separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises. Decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a lead role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. Part 5 of KCSIE provides schools with robust information on managing reports of child-on-child sexual violence and harassment, sets out the legal duties placed on schools and also provides advice on a whole school approach to preventing sexual violence and sexual harassment: "When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as set out in KCSIE.

### **8.7 Information Sharing and Recording**

Safeguarding concerns arising from behaviour will be recorded on **CPOMS** in accordance with the school's safeguarding procedures.

Records will provide an appropriate account of the concern, actions taken, decisions made and outcomes.

Information will be shared with those who need to know in order to safeguard and support children. This may include relevant school staff, parents or carers where appropriate, children's social care, the police, health services or other external agencies.

Data protection requirements do not prevent information being shared where this is necessary to safeguard and promote the welfare of a child. Staff should consult the DSL where they are unsure about information sharing.

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## **9. Inclusion, SEND and Reasonable Adjustments**

### **9.1 Inclusive Behaviour Practice**

At The Kingsway School, we believe that every pupil belongs and every pupil matters. Our approach to behaviour is rooted in inclusion, compassion and high expectations. We seek to understand the individual circumstances and context behind behaviour, while helping pupils understand the impact their choices can have on other people and the wider school community.

We recognise that pupils have different needs, experiences and starting points. Behaviour concerns will therefore be considered alongside individual circumstances, relationships, attendance, safeguarding, SEND and wider wellbeing. Where additional support is needed, we seek to put appropriate strategies in place to help pupils meet the same high expectations as their peers.

Inclusion does not mean lowering expectations. It means providing pupils with the support, understanding and opportunities they need to meet them.

Our approach aims to ensure that every pupil is able to **achieve, belong and thrive**, while recognising that every pupil also has a responsibility to contribute to a community where others can do the same.

### **9.2 SEND and Behaviour**

Inclusion means maintaining high expectations for all pupils while providing the support they need to meet those expectations.

The school will consider whether a pupil's SEND may contribute to or affect their behaviour and whether additional support, adaptations or intervention may help the pupil to meet the school's expectations.

The school will work with pupils, parents and carers and relevant professionals where appropriate to understand needs and identify effective strategies.

### **9.3 Reasonable Adjustments and Behaviour Decisions**

The school will make reasonable adjustments for disabled pupils where required by the Equality Act 2010. The nature of any adjustment will depend on the individual pupil, the circumstances and the behaviour being considered and may relate to expectations, routines, communication, support, sanctions or how behaviour is managed.

The school will seek to understand each pupil's needs and circumstances and will ensure that relevant strategies in a Pupil Passport or other agreed support plan are followed.

Reasonable adjustments do not remove the school's expectations or mean that behaviour cannot be addressed. Pupils remain responsible for their behaviour and should be supported to understand the impact of their actions on themselves, others and the wider community. Staff should check that this understanding is present where appropriate.

Serious Behaviour remains serious behaviour. However, when determining an appropriate and proportionate response, the school will consider the pupil's SEND or disability, whether it may have contributed to the behaviour, the adjustments and support provided, and whether further support or adjustments are required.

When considering higher-level sanctions, including suspension or permanent exclusion, the school will consider these factors and whether the pupil's agreed support arrangements have been followed. The school will monitor sanctions to identify any disproportionate impact on pupils with SEND, disability or other protected characteristics and will review practice where concerns arise.

#### **9.4 Individual Behaviour Support**

Individual behaviour support forms part of the school's graduated response.

Where a pupil's behaviour is causing concern, the school may provide additional monitoring, targeted intervention, pastoral support or an individual behaviour plan. Support will be reviewed regularly to assess its effectiveness and determine whether further intervention is required.

#### **9.5 Pupil Passports and Individual Plans**

Where appropriate, Pupil Passports, individual support plans and other relevant pupil information will provide staff with information about a pupil's needs, reasonable adjustments and strategies that can support positive behaviour.

Staff are expected to use relevant information to inform their approach and ensure that agreed strategies are implemented consistently.

#### **9.6 Risk Assessments**

The school has a responsibility to support the wellbeing and safety of all our students. Where behaviour presents an identified risk to the pupil or others, the school may use a **risk assessment** to identify potential risks, preventative strategies, appropriate responses and arrangements for managing the risk.

Risk assessments will be proportional to the level of risk and will be reviewed when circumstances change, following significant incidents or where existing measures are no longer effective.

Where risks relate to a pupil's SEND or individual needs, the SENDCO will be involved as appropriate. Where identified risks have safeguarding implications, the DSL or Deputy DSL will be involved and the risk assessment will be managed in accordance with the school's safeguarding procedures.

### **9.7 Graduated Response and Early Intervention**

The school will seek to identify behaviour concerns early and provide appropriate support before behaviour escalates wherever possible.

The graduated response provides a framework for identifying needs, implementing support, monitoring progress and escalating intervention where required.

Further details are provided in **Appendix 4: Graduated Response and Intervention Pathway**.

### **9.8 Equality and Protected Characteristics**

The school will promote equality and ensure that behaviour expectations are applied fairly and without unlawful discrimination.

Disability is a protected characteristic under the **Equality Act 2010**. The school will have regard to its duties under the Equality Act when developing and applying behaviour expectations, sanctions and interventions.

The principles of **Ready, Respect, Safe** apply to all pupils, including pupils with SEND or disabilities. The school will seek to ensure that all pupils are able to understand and meet these expectations through appropriate support and reasonable adjustments.

## **10. Higher-Level Sanctions and Support**

### **10.1 Principles for Higher-Level Sanctions**

Higher-level sanctions and interventions may be used in response to a single instance of serious behaviour or persistent breaches of the Behaviour Policy.

The school will seek to use higher-level sanctions as a last resort, where lower-level responses and support have not resulted in sufficient improvement or where the seriousness of the behaviour requires a more significant response.

The higher-level responses outlined in this section represent an increasing range of interventions. However, they do not constitute a mandatory sequence. The school does not need to exhaust lower-level sanctions before applying a higher-level response where the nature or seriousness of the behaviour warrants it.

Decisions will be fair, reasonable and proportionate and will take account of the nature, seriousness, frequency and impact of the behaviour. The school will also consider safeguarding, SEND, disability, reasonable adjustments and other relevant individual circumstances.

Serious behaviours are defined in **Section 7** of this policy. The principles relating to safeguarding, inclusion and reasonable adjustments in **Sections 8 and 9** will be applied when determining an appropriate response.

## **10.2 Removal from Class**

Removal from class is used where a pupil's behaviour prevents learning from continuing effectively or where the pupil has reached **C4** within the classroom behaviour system.

C4 follows the **Choice, Chance, Consequence** process and means that the pupil has already been given opportunities to correct their behaviour.

In the first instance, a pupil removed at C4 will be moved to a neighbouring classroom where they can continue their education under supervision.

More than one C4 removal in a single day **will be classed as serious disruption** and will result in consideration of a higher-level sanction or intervention.

Removal from class is intended to protect learning, allow the lesson to continue and provide the pupil with an opportunity to reset and return successfully to learning.

## **10.3 C5 Serious Incident Detention**

A C5 Serious Incident Detention can either be a one hour detention with a member of the senior leadership team, which takes place daily or a two-hour detention held on a Friday and supervised by the Headteacher or Associate Headteacher.

C5 is used where behaviour is sufficiently serious to require a senior response, including the circumstances outlined in Section 4.8.

The purpose of the C5 detention is to provide a significant consequence for serious behaviour while maintaining the pupil's connection to school and providing an opportunity for reflection and discussion about future behaviour.

A C5 does not prevent the school from applying a further higher-level sanction or intervention where the circumstances warrant it.

## **10.4 Internal Suspension**

For the purposes of this policy, **internal suspension** is a TKS behaviour intervention and is not a statutory suspension from school.

Internal suspension may be used in response to serious behaviour or where persistent breaches of the Behaviour Policy require a significant intervention.

A pupil placed on internal suspension will normally spend a half or full school day in the RTL Room, depending on the circumstances. The pupil will remain on the school site and will continue to receive education and appropriate supervision.

The decision to issue an internal suspension will be made by an appropriately authorised member of the Senior Leadership Team in accordance with Section 2 of this policy.

Following an internal suspension, appropriate reintegration and monitoring arrangements will be considered.

### **10.5 Cross-Campus Suspension**

For the purposes of this policy, **cross-campus suspension** is a TKS behaviour intervention and is not a statutory suspension from school.

Cross-campus suspension is the school's most serious internal behaviour intervention. It may be used where serious behaviour or persistent breaches require a significant change of environment while the pupil remains in education within The Kingsway School.

The pupil will attend the alternative TKS campus for the agreed period rather than the campus normally attended by their year group.

The pupil will remain on the school roll and will receive education and supervision in accordance with arrangements determined by the school. Where appropriate, remote education may be used to enable the pupil to follow the published curriculum.

Cross-campus suspension may be considered before a statutory suspension where the school determines that an internal intervention remains appropriate. It does not prevent the school from considering a statutory suspension or other higher-level response where the circumstances warrant it.

### **10.6 Suspension**

A **suspension** is a statutory disciplinary exclusion from school for a fixed period. The Headteacher has overall authority to suspend pupils, with delegated authority to suspend also held by the Associate Headteacher, in accordance with the school's procedures and statutory requirements.

A suspension may be used in response to serious behaviour or persistent breaches of the Behaviour Policy where the Headteacher or Associate Headteacher considers that suspension is necessary and proportionate.

A pupil may be suspended for one or more fixed periods, up to a maximum of **45 school days in any one academic year**. Each suspension must have a defined start and end date.

The Headteacher or Associate Headteacher will follow the statutory requirements for decision-making, notification, recording, education, parental rights and governing board consideration.

During a suspension, the pupil remains entitled to education. Work will be provided and appropriate arrangements made in accordance with statutory requirements. The school will also consider SEND, disability, safeguarding and other relevant individual circumstances.

Further procedural requirements are set out in the current DfE statutory guidance.

<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

### **10.7 Serious Behaviour Panel**

The **Serious Behaviour Panel** is distinct from the daily Behaviour Panel described in Section 5.8.

It may be convened where a pupil's behaviour presents a significant risk of **permanent exclusion** or where there are persistent and serious concerns requiring a comprehensive review. A Serious behaviour panel is an escalated response that is used to manage the behaviour of pupils with multiple higher level sanctions such as suspensions.

The panel will normally include the Headteacher or Associate Headteacher and relevant members of the Behaviour Team. The SENDCO or other appropriate professionals may be involved where relevant.

The panel will review the pupil's behaviour history, previous interventions and sanctions, attendance, safeguarding considerations, SEND and provision, and any relevant barriers to positive behaviour. This may include additional support, changes to provision, further intervention, a higher-level sanction or consideration of off-site direction, managed move, suspension or permanent exclusion where appropriate.

### **10.8 Off-Site Direction**

Off-site direction is a statutory behaviour intervention used to arrange a **temporary placement at another mainstream school or alternative provision to improve future behaviour**.

It is not a disciplinary punishment for past behaviour and should only be used where in-school interventions or targeted support have been unsuccessful or are considered inappropriate.

Where off-site direction is considered, the school will establish clear objectives, timescales and arrangements for monitoring and review. The pupil will continue to receive a broad and balanced education.

The statutory requirements for off-site direction will be followed, including appropriate written notification, information sharing, safeguarding arrangements and review meetings. Where a pupil has an EHC plan, the local authority will be involved as required.

Parents and pupils will be kept informed and their views will be considered in accordance with the statutory guidance. **Parental consent is not required for a lawful off-site direction**, although the school will seek to work constructively with families throughout the process.

The placement will be regularly reviewed to determine whether it is achieving its objectives and whether the pupil should return to the school, continue the placement for an appropriate period or whether another option, including a permanent managed move where appropriate, should be considered.

### 10.9 Managed Moves

A managed move is a **voluntary, planned and permanent transfer** to another mainstream school. It should only take place where it is in the pupil's best interests and all relevant parties, including the parents and the admission authority of the receiving school, agree.

A managed move may be considered following appropriate intervention, including a period of off-site direction, where a permanent transfer is considered to be in the pupil's best interests.

A managed move is not a sanction or exclusion and must not be used to pressure a parent or pupil into leaving the school.

Where a managed move is being considered, the school will ensure that appropriate information is shared with the receiving school and local authority where relevant, including information about attainment, SEND, safeguarding, risk and effective support strategies.

Where a pupil has an EHC plan, the relevant local authority must be involved and statutory requirements relating to the plan will apply.

### 10.10 Permanent Exclusion

Permanent exclusion is the most serious disciplinary response available to the school and will only be used as a **last resort**.

In accordance with DfE statutory guidance, a pupil may be permanently excluded only where:

- there has been a **serious breach or persistent breaches of the school's Behaviour Policy**
- allowing the pupil to remain in school would **seriously harm the education or welfare of the pupil or others**, such as staff or pupils

Only the **Headteacher** has the authority to permanently exclude a pupil.

Before making a decision, the Headteacher will consider the circumstances of the incident, the pupil's views where appropriate, previous behaviour and interventions, safeguarding, SEND, disability, reasonable adjustments, individual circumstances and whether allowing the pupil to remain in school would pose a serious risk to the education or welfare of others.

The school will follow all statutory requirements relating to notification, education, governing body consideration, parental representations and review.

Where a pupil has SEND, an EHC plan, a social worker or is looked after, the school will follow the additional statutory and safeguarding requirements that apply.

### **10.11 Reintegration Following Higher-Level Sanctions**

The school will seek to support pupils to reintegrate successfully following internal suspension, cross-campus suspension, statutory suspension, off-site direction or safeguarding separation where a return to school is appropriate.

A **reintegration meeting** will be used to establish expectations, identify support and provide the pupil with an opportunity to return positively to school.

For internal interventions, this may take place by telephone or face to face depending on the circumstances. Following an external suspension, off-site direction or safeguarding separation, a face-to-face meeting will normally be arranged.

Where appropriate, restorative meetings may form part of the reintegration process and may involve the pupil, relevant staff and other members of the school community.

Reintegration arrangements will be proportionate to the circumstances and may include monitoring, pastoral support, a report or behaviour tracker, targeted intervention or other appropriate support.

### **10.12 Recording, Monitoring and Review**

All higher-level sanctions and interventions will be appropriately recorded, including the reasons for the decision and relevant actions taken.

The school will monitor the use and effectiveness of higher-level sanctions and interventions, including patterns relating to SEND, disability and other relevant pupil groups.

## **11. Restrictive Intervention and Reasonable Force**

## 11.1 Principles

The Kingsway School seeks to prevent the need for physical intervention through positive relationships, clear routines, appropriate support and effective de-escalation.

There may be circumstances where staff need to use reasonable force or restrictive intervention to maintain safety, prevent injury, protect pupils or staff, or prevent serious damage or disruption. Any use of force must be **necessary, reasonable and proportionate to the circumstances** and used for the shortest time necessary.

Reasonable force must never be used as a punishment.

## 11.2 Use of Reasonable Force and Restrictive Intervention

Staff may use reasonable force or restrictive intervention where permitted by law and in accordance with the school's **Restrictive Intervention and Reasonable Force Policy** and current Department for Education guidance.

The decision to use force is a matter for professional judgement based on the individual circumstances. Staff should use preventative and de-escalation strategies wherever practicable.

## 11.3 SEND, Safeguarding and Individual Needs

When planning for and responding to behaviour that may require physical intervention, the school will consider relevant SEND, disability, medical, safeguarding and individual needs.

Where appropriate, risk assessments, Pupil Passports, individual plans and safeguarding plans will inform preventative strategies and responses.

## 11.4 Recording, Reporting and Review

Any use of reasonable force or restrictive intervention will be recorded and reported in accordance with the school's **Restrictive Intervention and Reasonable Force Policy** and statutory requirements.

Significant incidents will be reported to parents or carers in accordance with the school's procedures. Incidents will be reviewed to identify any further support, risk management or changes to practice that may be required.

## 11.5 Relationship with the Restrictive Intervention and Reasonable Force Policy

The **Restrictive Intervention and Reasonable Force Policy** provides the detailed framework for the use of reasonable force and restrictive intervention at The Kingsway School.

That policy sets out the circumstances in which intervention may be used, preventative and de-escalation strategies, staff responsibilities and training, recording and reporting requirements, safeguarding considerations, post-incident procedures and monitoring arrangements.

This Behaviour Policy should therefore be read alongside the Restrictive Intervention and Reasonable Force Policy.

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## 12. Behaviour Outside of School

### 12.1 Principles and Scope

The expectations set out in this Behaviour Policy apply whenever a pupil is identifiable as a member of **The Kingsway School community**, whether or not they are on school premises or wearing school uniform.

This includes behaviour during the journey to and from school, on school transport, during school-organised or school-related activities, when representing the school, in the wider community and online.

Pupils are expected to uphold the values and reputation of The Kingsway School and to behave in a way that supports the safety, wellbeing and dignity of others.

The school may take action in response to behaviour outside school where it affects pupils, staff or the wider school community, threatens the orderly operation of the school, poses a risk to others or adversely affects the reputation of the school.

### 12.2 Travel to and from School

The Behaviour Policy applies to behaviour during the journey to and from school, including when pupils are walking, cycling or using public transport.

Pupils are expected to behave safely and respectfully and to meet the **Ready, Respect, Safe** expectations of the school.

The school may respond to behaviour during the journey where it affects other pupils, staff, members of the public or the wider school community.

### 12.3 School Transport

Pupils travelling on school buses or other school-arranged transport are expected to meet the school's **Ready, Respect, Safe** expectations and follow the instructions of the driver and other responsible adults.

School buses are fitted with **CCTV**, which may be used when investigating behaviour incidents.

Unsafe, disruptive, threatening or abusive behaviour on school transport may result in a behaviour response and, where appropriate, restrictions or removal of access to school transport.

The school will work with transport providers and relevant agencies where appropriate.

### 12.4 Educational Visits, Trips and Residential

The Behaviour Policy applies during all school-organised and school-related activities, including educational visits, trips, residentials, competitions and other activities taking place away from school.

Pupils are expected to meet the school's **Ready, Respect, Safe** expectations and to behave appropriately towards staff, pupils, members of the public, venues and the wider environment.

Behaviour during such activities may result in the application of the sanctions and interventions outlined in this policy.

### **12.5 Representing the School**

Pupils representing The Kingsway School, including through sports fixtures, competitions, performances, events or other activities, are expected to uphold the school's values and reputation.

Behaviour that brings the school community into disrepute or fails to meet the expectations of this policy may be addressed through the school's behaviour procedures.

### **12.6 Online Behaviour**

The Behaviour Policy applies to online behaviour where it affects pupils, staff, the school community or the orderly operation of the school.

This includes behaviour through social media, messaging platforms, gaming platforms and other online environments.

Online behaviour may be addressed through the school's behaviour procedures where it causes harm, threatens or intimidates others, constitutes bullying or harassment, or has a significant impact on the school community.

Where online behaviour raises a safeguarding concern, the procedures set out in **Section 8** will apply. Serious online behaviour will be considered in accordance with **Section 7**.

### **12.7 Behaviour in the Wider Community**

The school may respond to behaviour occurring in the wider community where it has a significant impact on the school community.

This may include threats, bullying, harassment, intimidation, violence, discriminatory behaviour or other conduct which affects pupils or staff, threatens others, has repercussions for the orderly running of the school or adversely affects the reputation of The Kingsway School.

### **12.8 Responding to Behaviour Outside School**

Where the school becomes aware of behaviour occurring outside school, it will consider the available information and establish the relevant facts before determining an appropriate response.

The same principles of **fairness, proportionality and professional judgement** will apply. The school will also consider safeguarding, SEND, disability, reasonable adjustments and other relevant individual circumstances.

Where appropriate, the school may use the sanctions and interventions outlined in this policy.

### **12.9 Criminal Behaviour and Police Involvement**

Where behaviour outside school may constitute criminal activity, the school may report the matter to the **police** and will cooperate with relevant agencies where appropriate.

The school will not seek to replace the role of the police or other statutory agencies in investigating suspected criminal offences.

Where appropriate, the school may also take action under this Behaviour Policy in response to behaviour that has a significant impact on the school community, regardless of whether criminal proceedings take place.

### **12.10 Recording and Communication**

Behaviour incidents occurring outside school will be recorded in accordance with the school's behaviour and safeguarding procedures.

Parents and carers will be informed where appropriate, particularly where the behaviour results in a significant behaviour response or raises safeguarding concerns.

Where necessary, the school may share relevant information with transport providers, other schools, the local authority, the police or other appropriate agencies.

## 13. Monitoring, Review and Evaluation

### 13.1 Monitoring, Analysis and Evaluation

The school will regularly monitor and evaluate behaviour across the school to assess the effectiveness and consistency of this Behaviour Policy.

Behaviour data, including information relating to **Class Charts, attendance, removals, detentions, internal sanctions, suspensions and other higher-level interventions**, will be reviewed by school leaders. Data will be analysed to identify patterns and trends across year groups, campuses, behaviour types and relevant pupil groups, including pupils with SEND and disabilities.

The school will use this information to evaluate the impact of behaviour systems and interventions on individuals and groups of pupils, including their access to learning, attendance, achievement, wellbeing and sense of belonging. Where patterns or concerns are identified, appropriate actions and interventions will be implemented.

The views of **staff, pupils, parents and carers** will be sought regularly to evaluate the implementation of the policy and the wider behaviour culture. Feedback will be used alongside behaviour data and other evidence to inform improvements.

Behaviour data, trends and the impact of interventions will be reported to the appropriate **Trust and Governing Body** committees and leaders, enabling effective oversight and challenge.

### 13.2 Governance and Trust Oversight

The **Education Learning Trust** and the school's Governing Body will provide appropriate oversight of behaviour, exclusions, significant behaviour trends and the effectiveness of the Behaviour Policy.

Governors will receive relevant information and data to enable them to monitor the implementation and impact of the policy and provide appropriate challenge and support.

### 13.3 Complaints

Concerns or complaints about the implementation of this Behaviour Policy should be raised in accordance with the **Education Learning Trust Complaints Policy**.

Where a concern relates to safeguarding, it will be managed in accordance with the school's **Safeguarding and Child Protection Policy** and relevant safeguarding procedures.

### 13.4 Policy Review

This Behaviour Policy will be reviewed **annually** by the school and Trust to ensure that it remains effective, reflects the needs of the school community and complies with current legislation and Department for Education guidance.

The **2026–27 policy will receive an additional review during the autumn term** to evaluate implementation of key changes and impact of specific developments relating to **uniform and mobile phones and smart technology**.

Changes to legislation, statutory guidance, school procedures, behaviour data, stakeholder feedback and the evaluation of the policy will inform future revisions.

## **14. References**

### **14.1 Related School and Trust Policies**

This Behaviour Policy should be read alongside relevant school and Trust policies and procedures, including:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Attendance Policy
- SEND and Inclusion Policy
- Equality Policy
- Mobile Phones and Smart Technology Policy
- Uniform Policy
- Restrictive Intervention and Reasonable Force Policy
- Complaints Policy
- Suspension Procedure
- Permanent Exclusion Procedures
- Online Safety Policy
- Acceptable Use and Digital Technologies Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy

### **14.2 Department for Education Statutory Guidance and Documents**

The policy should be read alongside relevant and current Department for Education guidance, including:

- **Behaviour in Schools**
- **Keeping Children Safe in Education**
- **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England**
- **Working Together to Safeguard Children**
- **Children Missing Education**
- **Searching, Screening and Confiscation**
- **Mobile phones in schools**
- **Restrictive interventions, including the use of reasonable force, in schools**

### **14.3 Relevant Legislation and Statutory Frameworks**

The policy is underpinned by relevant legislation and statutory frameworks, including:

- **Education Act 1996**
- **Education and Inspections Act 2006**
- **Equality Act 2010**

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations
- School Standards and Framework Act 1998

## Appendix 1: Behaviour Graduated Response

This framework is used to provide a consistent, proportionate and supportive response to behaviour. The level of response will depend on the nature, seriousness, frequency and impact of the behaviour. **Students do not have to work their way up through the tiers.**

| STANDARD LEVEL SANCTIONS & RESPONSES |                                                           |
|--------------------------------------|-----------------------------------------------------------|
| C3                                   | 15-minute detention                                       |
| C4                                   | 30-minute detention                                       |
| Good Neighbour Removal               | Removal in line with the school's Good Neighbour approach |
| Ready to Learn                       | Removal in line with the Ready to Learn system            |

| HIGHER LEVEL SANCTIONS & RESPONSES (C5)                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TIER 1: UNIVERSAL APPROACH                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• 1-hour SLT detention</li> <li>• 2-hour Headteacher detention</li> <li>• Planned half-day internal suspension (RTL)</li> </ul> |
| Relevant Wave 1 interventions                                                                                                                                          |

| TIER 2: TARGETED APPROACH                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Pastoral or SLT Report</li> <li>• Planned full-day internal suspension (RTL)</li> <li>• Cross-campus suspension</li> <li>• Fixed-term suspension</li> </ul> |
| Relevant Wave 2 interventions                                                                                                                                                                        |

| TIER 3: INDIVIDUALISED APPROACH                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• SLT Report</li> <li>• Serious Behaviour Panel               <ul style="list-style-type: none"> <li>• Off-site direction</li> <li>• Managed move</li> <li>• Permanent exclusion</li> </ul> </li> </ul> |
| Relevant Wave 3 interventions                                                                                                                                                                                                                  |

|                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Important:</b> A tier is not a sequence that students must progress through. The school may move directly to the most appropriate level of response where the behaviour warrants it.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

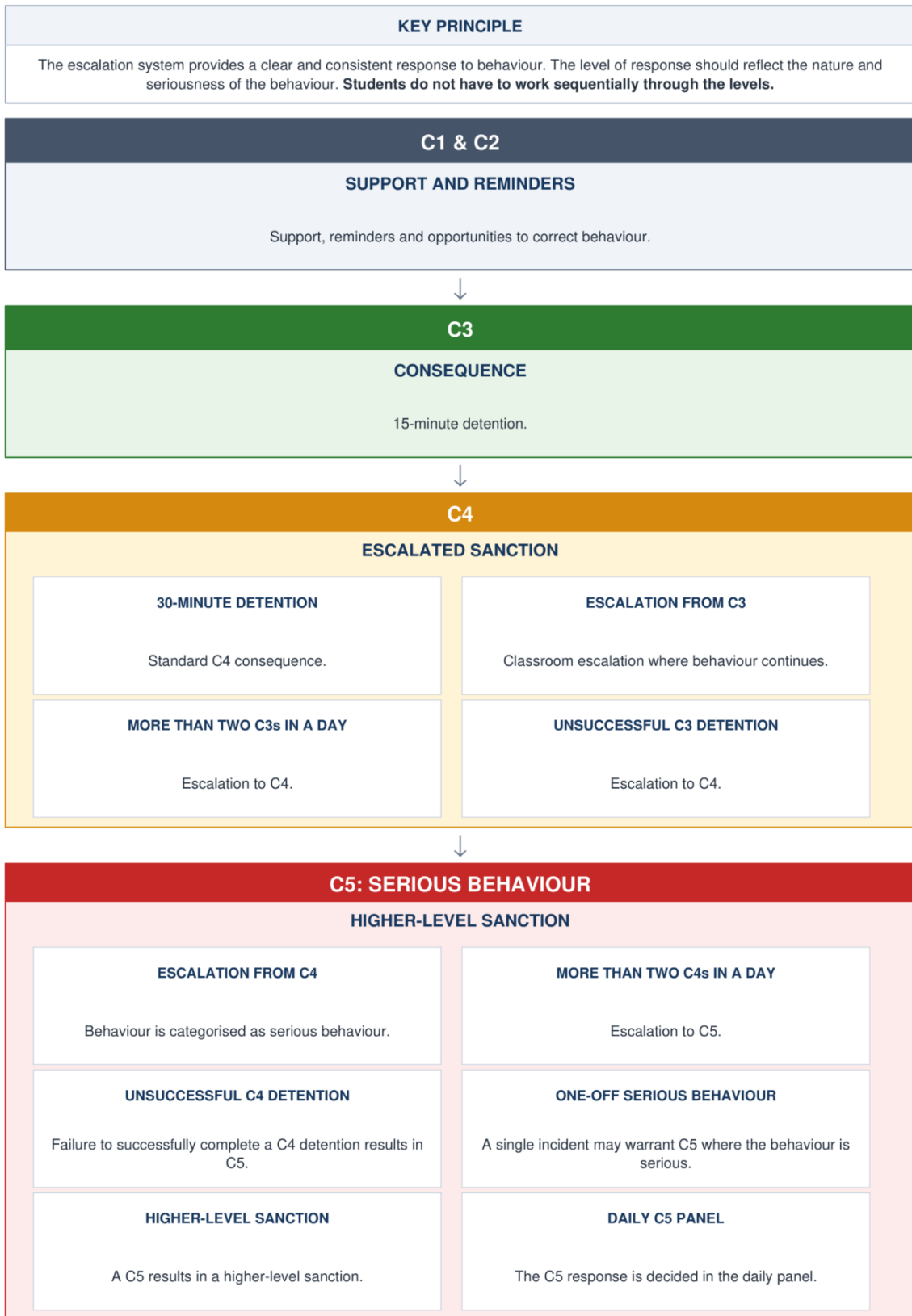
## APPENDIX 2: BEHAVIOUR SUPPORT AND INTERVENTIONS

The Kingsway School uses a graduated approach to behaviour, recognising that pupils may require different levels of support at different points in their school journey. The aim is to **understand need, provide appropriate support and help every pupil achieve, belong and thrive**, while maintaining high expectations for all.

The four elements below describe the level of support required and are **not a fixed sequence**. Interventions may be used individually or in combination and are **not exhaustive**. Pupils do not need to progress through each level before receiving a higher level of support. A pupil experiencing a significant or immediate crisis may move straight to **Tier 3**. **Serious Behaviour may require immediate escalation** regardless of the level of support previously provided.

| LEVEL                                                                                                                                                                                                                                                                                                    | INTERVENTIONS MAY INCLUDE                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>UNIVERSAL</b><br><br><b>Prevention and Education</b><br><br>Provision for all pupils designed to create a positive culture, build belonging and prevent behaviour concerns.                                                                                                                           | <ul style="list-style-type: none"> <li>■ Ready, Respect, Safe</li> <li>■ Consistent routines and expectations</li> <li>■ Positive relationships and belonging</li> <li>■ Praise, recognition and rewards</li> <li>■ Assemblies and form time</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>■ Curriculum and PPE education</li> <li>■ Digital wellbeing and online safety education</li> <li>■ Smart Starts, effective endings and Kingsway BEES</li> <li>■ Parent and carer partnership</li> </ul>                                                                                                                                          |
| <b>TIER 1</b><br><br><b>Early Intervention and Monitoring</b><br><br>The first level of additional response where behaviour does not meet expectations or a pupil requires additional support.                                                                                                           | <ul style="list-style-type: none"> <li>■ Verbal reminders and redirection</li> <li>■ Choice and chance</li> <li>■ Form Tutor monitoring</li> <li>■ Subject monitoring</li> <li>■ Tiered reports</li> <li>■ Detentions</li> <li>■ Increased teacher or pastoral monitoring</li> <li>■ Check-ins and check-outs</li> </ul>    | <ul style="list-style-type: none"> <li>■ Individual behaviour targets</li> <li>■ Restorative conversations and approaches</li> <li>■ Parent/carers contact and partnership</li> <li>■ Reflection and repair</li> <li>■ Support to understand the impact of behaviour</li> <li>■ C-system responses and classroom consequences</li> <li>■ Targeted praise and recognition</li> </ul>     |
| <b>TIER 2</b><br><br><b>Targeted Support</b><br><br>Additional support where Tier 1 approaches are not sufficient or a pupil requires more targeted intervention.                                                                                                                                        | <ul style="list-style-type: none"> <li>■ Pastoral intervention and mentoring</li> <li>■ Pupil Passport</li> <li>■ Zones of Regulation</li> <li>■ SEMH interventions</li> <li>■ Targeted education approaches</li> <li>■ Emotional regulation and self-regulation support</li> <li>■ Individual behaviour support</li> </ul> | <ul style="list-style-type: none"> <li>■ SENDCO involvement and reasonable adjustments</li> <li>■ Risk assessments</li> <li>■ Increased monitoring and structured support</li> <li>■ Restorative work</li> <li>■ Targeted work with parents and carers</li> <li>■ DSL involvement where safeguarding concerns arise</li> <li>■ Support from other school-based professionals</li> </ul> |
| <b>TIER 3</b><br><br><b>Intensive and Multi-Agency Support</b><br><br>Intensive support where behaviour is persistent, complex or requires support beyond the school's targeted provision.                                                                                                               | <ul style="list-style-type: none"> <li>■ Intensive individual behaviour support</li> <li>■ Enhanced pastoral and SEND support</li> <li>■ Multi-agency support</li> <li>■ Social care involvement</li> <li>■ CAMHS or other specialist services</li> <li>■ Educational Psychology or specialist SEND services</li> </ul>     | <ul style="list-style-type: none"> <li>■ Early Help and other external agency support</li> <li>■ Alternative provision</li> <li>■ Off-site direction</li> <li>■ Managed move</li> <li>■ Serious Behaviour Panel</li> <li>■ Suspension or permanent exclusion where appropriate</li> </ul>                                                                                               |
| <b>REVIEW</b> Interventions are reviewed regularly and may be increased, reduced or changed according to the pupil's needs and response. <b>Pupil voice, parent/carers views and relevant professional advice</b> will be considered alongside behaviour, attendance, safeguarding and SEND information. |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                         |

## APPENDIX 3: BEHAVIOUR ESCALATION CHART



## Appendix 4: Tier 1: Detention Arrangements

Detentions take place on both campuses at lunchtime and after school with the following arrangements and core staffing. The senior leader within each detention room has overarching responsibility for ensuring the integrity of conduct within the room. All supervising staff are required to actively uphold the expectations of the detention spaces.

### 1. C3 & C4: DETENTIONS

Standard sanction for C3 or C4 behaviours is a detention of the appropriate length.

#### ARRANGEMENTS FOR C3 & C4 DETENTIONS

| IF C3 OR C4 IS AWARDED<br>FROM REG – P4 | IF C3 OR C4 IS AWARDED<br>DURING P5     |
|-----------------------------------------|-----------------------------------------|
| <b>LUNCHTIME DETENTION</b>              | <b>AFTER-SCHOOL DETENTION</b>           |
| <b>C3</b><br>15-minute detention        | <b>C3</b><br>15-minute detention        |
| <b>C4</b><br>30-minute detention        | <b>C4</b><br>30-minute detention        |
| <b>Broadway</b><br>JSA (B12)            | <b>Broadway</b><br>Year Teams (Canteen) |
| <b>Foxland</b><br>AFO (F34)             | <b>Foxland</b><br>Year Teams (Canteen)  |

### 2. C5 DETENTION

A C5 can be issued by Pastoral Team or SLT. If a C5 is issued, this denotes that a student's behaviour is considered **serious behaviour**. C5 sanctions are decided at panel each day.

| MORE THAN ONE C4 | FAILURE TO ATTEND | OTHER SERIOUS BEHAVIOUR         |
|------------------|-------------------|---------------------------------|
| in a day         | C4 detention      | that may warrant a C5 detention |

#### ARRANGEMENTS FOR C5 DETENTIONS

| 1-HOUR SLT DETENTION             | 2-HOUR HEADTEACHER DETENTION     |
|----------------------------------|----------------------------------|
| <b>After school — every day</b>  | <b>After school — Fridays</b>    |
| <b>Broadway</b><br>SLT (Canteen) | <b>Broadway</b><br>JSA (Canteen) |
| <b>Foxland</b><br>SLT (Canteen)  | <b>Foxland</b><br>AFO (Canteen)  |

#### CORE STAFFING EXPECTATION

The senior leader within each detention room has overarching responsibility for ensuring the integrity of conduct within the room. All supervising staff are required to actively uphold the expectations of the detention spaces.

#### FAILURE TO ATTEND A C5 DETENTION

Failure to attend a C5 detention will result in an escalation to

**Tier 2 approaches to support with behaviour.**

## APPENDIX 5: UNIFORM AND PERSONAL APPEARANCE

Students should wear the TKS school uniform correctly at all times. A high standard of personal appearance is expected of all students. To avoid misunderstanding and to maintain our high standards of appearance, the following clarification is given:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <b>Shoes:</b> Plain, flat, below the ankle all black leather footwear only (including soles). Footwear should have no air pockets, different coloured laces or any additional decoration. It should not be a sports shoe.</li><li>• <b>Socks:</b> Black or navy knee high socks or tights should be worn, free from any adornments such as bows or frills.</li><li>• <b>Trousers:</b> Black, must be school approved tailored trousers – no flares, leggings, jeans, canvas, chinos or corduroy allowed.</li><li>• <b>Skirt:</b> Navy skirt - stitch down pleated (school crest optional), worn at knee length.</li><li>• <b>Shirt -</b> plain white, short or long sleeved, worn tucked into the trousers/skirt.</li></ul> | <ul style="list-style-type: none"><li>• <b>Jumper:</b> Plain Navy V-neck jumper with school logo.</li><li>• <b>Blazer:</b> Navy Blazer with school logo.</li><li>• <b>Watch:</b> It is recommended that students wear a watch (not an expensive one).</li><li>• <b>Make-up:</b> should be discreet. Students wearing noticeable makeup will be required to remove it. Nail varnish and false nails (including gels and acrylics) are not permitted for health and safety reasons. Senior leaders will make a judgement on whether makeup is deemed excessive.</li></ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Jewellery:** No jewellery may be worn, this includes earrings and other piercings. Please note, we do not allow plasters over new piercings – students will be asked to remove all piercings and they will be confiscated if seen until the end of the school day. We understand that students wish to get their ears pierced however it is a strong recommendation of the school that this takes place at the start of the summer holidays to allow for the necessary healing period. Only in exceptional circumstances will the school consider allowing clear piercings to be used to support the healing process during term time. In such circumstances a clearly defined timeframe will be communicated with all stakeholders through the use of a short term uniform pass.

### Exemplification of Uniform



## APPENDIX 5: UNIFORM AND PERSONAL APPEARANCE

### Personal Appearance and Full Uniform

- **Outerwear:** Denim, leather, camouflage jackets, coats with large or unsuitable logos or lettering and hoodies of any sort are not allowed. No outdoor coats or jackets are allowed to be worn in the school buildings.
- **Football Club Clothing:** Coats, hats, scarves etc. which explicitly form part of the support for football teams are not to be worn.
- **Haircuts:** Hair should be kept tidy with a sensible style and length. Extreme haircuts are not permissible, e.g. unnatural hair colour and shaved heads less than grade 2. As a Health and Safety measure, long hair should be tied back from the face during lessons where there is a potential Health and Safety risk, e.g. Food Technology or a Science experiment where a Bunsen burner is used. This applies to all students.
- **Bags:** Students should be provided with a suitable bag to carry their belongings. School bags should have 2 straps and be big enough to carry the student's PE kit. Plastic bags and handbags are not appropriate.

Students wearing The Kingsway school uniform should remember they are representing the school at all times. Students should wear their school uniform in the following way:

- Tie in year colour - Four stripes minimum
- Skirt - at knee length not rolled up
- Socks or tights- Black or Navy, knee high no adornments such as bows or frills
- Blazer worn at all times in the building unless directed by staff due to a heatwave, in which case it should be carried over the arm or placed neatly in their school bag.
- Shirt should be tucked in
- Black polishable shoes
- School trousers, no leggings
- Full school PE kit.

## **APPENDIX 5: UNIFORM AND PERSONAL APPEARANCE**

### **PE KIT**

- Navy Kingsway polo shirt (Also required for Dance)
  - Navy training shorts \*
  - Navy blue skort \*
  - Navy school leggings \*
  - Indoor socks
- Long-sleeve multisport shirt (optional)
  - 1/4 zip training top (optional)
  - Tracksuit pants (optional)

\* Only one of the shorts, skort or leggings are required.

Please note: Black leggings, Black hot pants/cycling shorts are NOT allowed.



## APPENDIX 5: UNIFORM AND PERSONAL APPEARANCE

### Additional uniform

Suitable hair accessories only, which must be plain and either navy blue or black.

Hijab, if worn, must be plain navy blue or black and without decoration.

Hair coverings can only be worn for religious or medical reasons (authorised by a medical professional)

A two strap bag (ideally a rucksack) is part of the full uniform. The bag needs to be durable and big enough to fit key equipment (including planner), PE kit and a water bottle.

Outdoor: Suitable outdoor coats should be worn when the weather is inclement.

Non-uniform jumpers or hooded tops are not permitted. Leather/denim coats and jackets are not permitted.

Hoods/Caps/Ski masks/snoods: are not permitted.

|  |                                                              |
|--|--------------------------------------------------------------|
|  | Coats/Gloves/Scarves/Winter Hats: are not permitted indoors. |
|--|--------------------------------------------------------------|

|                                                                      |
|----------------------------------------------------------------------|
| <p style="text-align: center;"><b>Arrival and Ready to Learn</b></p> |
|----------------------------------------------------------------------|

Students should arrive at school wearing their uniform in the correct manner. Students will be checked on entry and anyone arriving at school in an incorrect uniform will be loaned items where possible. Students wearing incorrect uniforms may be sent home to correct their uniform or be asked to work in the Ready to Learn Room.

Once entering the side gates students should proceed to their designated line up area. On arrival to their line they will be greeted by their pastoral leaders and their form tutor will perform a second ready to learn check. Students are expected to line up in a single file in register order.