

# The Kingston Academy



**Behaviour, Discipline, Exclusions, Restraint and Searches Policy**

**May 2018**

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## Behaviour, Discipline, Exclusions Restraint and Searches Policy

### 1. The Kingston Academy Expects Good Behaviour

Pupils are expected to maintain high standards of good behaviour to ensure effective teaching and learning. For effective education to take place, pupils need to attend regularly and on time, be motivated to learn and behave well. We are developing a Pupil Code of Conduct, with input from pupils (via the School Council) and staff.

The Kingston Academy is part of a wider community and all pupils are expected to behave sensibly and with courtesy to members of the public when travelling to and from school, including on public transport and whilst waiting at bus stops and train stations.

This policy applies to the behaviour of pupils when they are:

- at school,
- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform, or are in any way identifiable as a pupil at the school.

It also applies to behaviour at any time that:

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

Our approach to pupil discipline recognises that some pupils may need tailored support to help deal with emotional and/or relationship difficulties and/or dissatisfaction which may lead to disruptive behaviour. When disruptive behaviour occurs, appropriate sanctions are used alongside support from form tutors and the pastoral team. We also seek to work with parents/carers to address poor behaviour.

Where required we will also make reasonable adjustments to the application of this policy to ensure that pupils who are disabled (as defined by the Equality Act 2010) are not discriminated against. This will be decided on an individual basis, in response to the situation and particular needs of a pupil and led by the Inclusion team.

The school defines positive behaviour that should be encouraged at all times as:

- Attentiveness and intellectual curiosity;
- Good organisation – be punctual and prepared;
- Completing schoolwork and homework on time and to the best of your ability;
- Effective communication – be positive, polite, cooperative and helpful;
- Respectful and supportive behaviour towards staff and pupils;
- Seeking help when necessary;
- Working efficiently in a group;
- Maintaining a smart appearance in the school uniform;
- Avoiding the use of bad language;
- Showing consideration for others' physical space; and
- Showing respect for property – hand in lost property, do not tamper with other pupils' work or

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 possessions, show respect for school equipment, property and infrastructure.

The Kingston Academy motivates good behaviour through encouragement and rewards, rather than through the threat of sanctions. The merit system rewards specific acts of good behaviour:

- consistently good schoolwork or individual pieces of good work;
- particularly good contributions to a lesson or activity;
- positive contributions to school life (e.g. musical, dramatic, sporting achievements); and
- consistently good attitude over a period of time.

In addition, teachers are encouraged to use positive feedback and to reward pupils with, where merited, letters to parents/carers and extended school privileges.

Exceptional work or extracurricular achievement receive public recognition through our weekly newsletter, awards assemblies and presentation evenings.

## **2. The Kingston Academy's Approach to Rewards and Sanctions**

The Kingston Academy believes that to create the caring and secure environment needed for learning to flourish, some simple and clear rules are required. These rules are based on common sense, courtesy and a commitment to the values of the school. The rules are designed to promote good behaviour, self-esteem, self-discipline, respect for authority, positive relationships, a safe and pleasant environment and freedom from discrimination or bullying.

Unacceptable behaviour is defined as that which disrupts learning both within and outside the classroom, and that which includes threatening language or behaviour. There are a number of specific rules which pupils must abide by:

- a. Smoking -the school is a non-smoking site. Smoking (including the smoking of electronic cigarettes) in and around school is strictly forbidden. Any pupil found smoking in or around school will face serious sanctions. Smoking is not permitted during extra-curricular activities or at any time during which pupils are representing the school.
- b. Alcohol -pupils must not bring alcohol to school, or drink alcohol in school or on their journeys to and from school, during extra-curricular activities or at any time during which pupils are representing the school.
- c. Drugs -any pupil who is in possession of drugs (for example (but not limited to) amphetamines, cocaine, ecstasy, LSD, heroin or marijuana and 'legal highs') or any equipment associated with them on school premises, or during extra-curricular activities or at any time during which pupils are representing the school, will face serious sanctions.
- d. Bullying -physical, psychological or online/cyber-bullying is completely unacceptable. The school will take robust action where bullying is found to have taken place in accordance with its Anti-Bullying and Harassment Policy.
- e. Theft -any pupil who has stolen money or belongings will face serious sanctions.
- f. Offensive Weapons -pupils must not bring any form of offensive weapon onto the school site, or have an

offensive weapon in their possession at any time.

In line with common sense, a number of other types of conduct are not permitted: blackmail, physical violence, intimidation and racism; sexual misconduct, harassment or violence; supply or possession of pornography; possession or use of unauthorised firearms, knives or other weapons or fireworks; and vandalism or computer hacking.

In addition, pupils may expect sanctions where either organisation or homework standards are not met or their behaviour or attitude to learning falls below that which is expected of them. These sanctions may result in a warning being issued, a recall (where a pupil is expected to report to a member of staff at the end of the school day) or a same-day detention. Examples of behaviours that may warrant a sanction are:

- Lateness to school or lessons;
- Not following the TKA routines;
- Non-co-operation;
- Minor infringements of the ICT Acceptable Use Agreement;
- The inappropriate use of a mobile phone or other personal device on-site (mobile phones are not to be used on the school site without permission);
- The inappropriate use of a mobile phone or other personal device off-site
- Interfering with another pupil's learning;
- Verbally abusing another pupil;
- Unsafe behaviour in a science lab or DT room;
- Talking back to teacher/lack of respect and other poor behaviour in lessons;
- Accessing inappropriate online material in class;
- Eating or chewing gum in lessons;
- Poor conduct outside of lessons;
- Missing items of PE kit;
- Missing items of uniform and other breaches of the uniform policy (including wearing uniform incorrectly and breaches in relation to hair, jewellery and the wearing of make-up or nail varnish);
- Lack of essential TKA equipment/exercise book;
- Uncharged/missing Chromebook
- Missing, incomplete or substandard homework;
- Minor damage to property/disrespect for environment;
- Disruptive/unsafe/rowdy behaviour;
- Misbehaviour outside of the classroom, including during assembly, breaks and on school trips.

## 2.1 Rewards

Hard work, achievement and behaviours that reinforce our 5 core values (examples below) are acknowledged and rewarded:

- Resilience (effort in class or through homework/courageous contribution to discussion/self-directed study after school/impressive use of planner);
- Integrity (showing leadership/courteous behaviour/doing the right thing);
- Generosity (peer support/act of kindness/representing the school/participating in a school event).
- Fulfilment (excellent standard of work in class or homework/excellent contribution to discussion/caught reading);
- Creativity (original/creative piece of work/excellent problem solving).

Pupils are rewarded in a number of ways, including:

- Merits;
- Commendations;
- Certificates for termly 100% attendance;
- Jack Petchey awards;
- Head teacher mention in assembly;
- Pupil leadership opportunities;
- Commendation Certificates from the Director of Children's Services;
- Termly Head teacher Commendations;
- Achievement assemblies and presentation evenings.

We also ensure that the achievements of pupils in extra-curricular activities outside school are recognised and valued within school, for example with a mention in assembly and/or the school's weekly Newsletter.

## 2.2 Consequences

We expect exemplary behaviour from our pupils. When pupils fail to meet these expectations in any of the areas listed below, we respond by deploying a system of consequences (see Appendix 'Consequences' for full details), which accumulate or may be distinct. This includes for non-criminal bad behaviour and bullying which occurs off the school premises (including on-line cyber-bullying) and which is either witnessed by a staff member or reported to the school:

- Application to studies;
- Equipment and organisation;
- Attendance;
- Punctuality;
- Attitudes to others; and
- Compliance with this Policy/the pupil Code of Conduct/the ICT Acceptable Use Agreement.

All behaviour concerns are logged on our MIS using the Consequences Module. Form Tutors and Heads of House monitor all sanctions recorded on our MIS and will intervene in order to address behaviour when a pupil accumulates consequences, with the aim of preventing that pupil's behaviour deteriorating further. Consideration will be given as to whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm, or whether their behaviour may in itself constitute abuse in respect of another pupil.

Where this is the case staff will follow our Safeguarding and Child Protection Policy (a copy is available on the [policy page](#) of our website or in the policy folder of the Whole School Team Drive).

The school acknowledges its legal duties under the Equality Act 2010, and in respect of pupils with special educational needs, in particular the requirement to make reasonable adjustments for disabled children and children with special educational needs. We recognise that some pupils require a more sensitive and differentiated approach and consequences given to a pupil will be proportionate and reasonable in all circumstances, including taking into account the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.

### **2.3 Exclusions**

Internal exclusions, and formal fixed term exclusions will be used for individual acts of serious misbehaviour. School to School referral will be used as a sequel to a fixed term exclusion where deemed appropriate.

Serious cases of disruptive behaviour, physical aggression towards other pupils, rudeness to staff, or disobedience, theft, breaches of the ICT Acceptable Use Agreement or Code of Conduct, as well as possession of drugs, or drug or alcohol abuse, may result in fixed term exclusion (this is not an exhaustive list).

In extreme cases, (including, but not restricted to, assault on pupils or staff, possession of an offensive weapon, dealing/trafficking/supplying of drugs, repeated use or possession of drugs, persistent breaches of the Code of Conduct and behaviour expectations) permanent exclusion will be used if necessary. Police will be notified of any incidents involving drugs.

All exclusions from school will follow the guidelines and procedures set out in the DfE Guidance '[Exclusion from maintained schools, academies and pupil referral units in England](#)'.

### **2.4 Malicious Accusations**

Where a pupil is found to have made malicious accusations against a member of staff that are proved unfounded, the school will consider whether to apply an appropriate sanction, which will include fixed term or permanent exclusion, depending on the severity of the accusation and the distress caused, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

## **3. The Kingston Academy Uniform**

Pupils are expected to wear the correct uniform neatly and to keep up a good standard of personal appearance, in accordance with the Uniform Policy (copy available on the school [website](#) and in the policy folder on the Whole School Team Drive).

## **4. Searches and Confiscation**

### **Searches with consent**

Staff can search pupils with their consent for any item. Written consent is not required, it is enough for the teacher to ask the pupil to turn out his or her pockets, or if the teacher can look in the pupil's bag or locker and for the pupil to agree. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a

member of staff and in such circumstances, an appropriate consequence will be applied.

### Searches without consent

The Head teacher and the Deputy Head teachers and Assistant Head teachers who have been authorised by the Head teacher (Tom Brook, Charlie Venter, Anthony Sheppard, Alex Deveson and Andy Keaney) have the power to search pupils **without consent** if they reasonably believe that the pupil has one of the 'Prohibited Items' listed below in his or her possession and may use reasonable force (**see** Use of Physical Restraint/Force Policy below):

:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably believes has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person (including the pupil).

When designating a member of staff to undertake searches under these powers, the Head teacher will consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

The person carrying out the search will be the same sex as the pupil being searched; and it will be undertaken in the presence of a witness (another staff member) who, if at all possible, will also be the same sex as the pupil being searched. The only circumstances in which a search will be carried out by a member of staff of the opposite sex and/or without a witness present, is where that member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances for example where staff suspect a pupil of having items such as illegal drugs or stolen property, which are later found not to be illegal or stolen.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips (within England only).

The person conducting the search may search a pupil's pockets, but will not require the pupil to remove anything other than outer clothing (this means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear) and hats, shoes, boots, gloves and scarves.

A pupil's possessions (including desks, lockers and bags) will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### Seized items

School staff will seize any prohibited item found as a result of a search. They may also seize any item, however found, which they consider harmful or detrimental to school discipline. A member of staff may confiscate, retain

or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Prohibited items will not be returned to pupils but will be disposed of or retained at the discretion of the school. The law sets out the action schools must take in respect of certain prohibited items:

- Where **controlled drugs are found**, these must be delivered to the police as soon as possible (but may be disposed of if the person thinks there is a good reason to do so).
- Where **stolen items are found**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so, for example a stolen pencil case.
- Where a **pornographic image is found**, the school may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

## 5. Searches and Deletion: Electronic Devices

Staff may examine data on electronic devices if they reasonably suspect that the data or file on the device has been, or could be, used to cause harm, disrupt teaching or break school rules. If inappropriate material is found on the device the teacher will decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

## 6. Use of Physical Restraint/Reasonable Force

### a. Introduction to Physical Restraint

At The Kingston Academy we aim to offer a welcoming, secure and safe environment in which our pupils will flourish. We also aim to create an environment in which the use of force in relation to a pupil is unlikely. However, in the circumstances where physical restraint may be needed to secure the safety of a pupil or staff member, or where there is a serious breach of school discipline, or to prevent serious damage to property, this policy will apply. Physical restraint will be considered in the following situations:

- The prevention of a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Searching for 'Prohibited Items (see section 4 above);
- A pupil injuring themselves or others;
- A pupil causing damage to property (including the pupil's own property); and

- A pupil engaging in any behaviour prejudicial to maintaining good order and discipline.

#### **b. Objectives and Targets of the Physical Restraint Policy**

The objectives of this policy include:

- Maintaining the safety of pupils and staff;
- Preventing serious breaches of school discipline;
- Preventing serious damage to property; and
- Preventing criminal offences (or if under the age of criminal responsibility, from committing what would be a criminal act for an older pupil).

We aim to minimise the need to use force by:

- Creating a calm environment that minimises the risk of incidents arising that might require using reasonable force;
- Using social and emotional aspects of learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings;
- De-escalating incidents if they do arise;
- Only using reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force; and
- Risk assessments and positive handling plans for individual pupils.

#### **c. Action plan**

##### **i. Staff authorised to use reasonable force**

The Head teacher and all members of the teaching staff have the statutory power to use pupil restraint/reasonable force at all times.

In addition support staff, teaching assistants, lunchtime supervisors and office staff may be authorised by the Head teacher to use restraint/reasonable force. The Head teacher has the responsibility to ensure that staff are fully informed of the school's policy and understand what authorisation entails. Temporary authorisation may be given to others who do not normally supervise children, for example, volunteers and parents/carers accompanying pupils on school-organised visits.

Staff will **only** use reasonable force when:

- The potential consequences of not intervening are likely to be sufficiently serious to justify considering use of reasonable force;
- The chances of achieving the desired result by other means are low; or
- The risks associated with not using reasonable force outweighed those of using force.

Wherever possible these judgements will take account of the particular characteristic of the pupil, including age, special educational needs or disability. Where there is the opportunity, before taking steps to restrain pupils, all members of staff will tell the pupil to stop misbehaving and what will happen if they do not. The member of staff will communicate in a calm and measured manner throughout the incident. The minimum force necessary will be used, to prevent harm to the pupil or to another pupil or adult.

In applying this policy the school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs.

## ii. Training

Positive handling training has been provided by a BILD accredited trainer for all key staff members to ensure best practice at all times. All staff will receive training in pupil restraint from their colleagues or from reputable training agencies. They will be informed about:

- How to deal with pupils who present particular risks to themselves or others (as a result of special educational needs and/or disabilities and/or other personal circumstances, such as domestic violence).
- How to minimise the highest risks, for example, by calling the police if a pupil suspected of having a weapon seems likely to resist a search.
- Types of restraint that could be used, for example:
  - Standing between pupils or blocking a pupil's path.
  - Leading a pupil by the hand or arm.
  - Ushering a pupil away by placing a hand in the centre of the back.
  - Using appropriate restricting holds in more extreme circumstances.

Any form of restraint that is likely to injure a pupil (particularly anything that could constrict breathing) will only be used in extreme emergencies and where there is no viable alternative. There are some types of restraint that are unacceptable because they present an unacceptable risk. These are:

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- The seated double embrace (which involves two members of staff forcing a person into a sitting position and leaning them forward).
- The double basket hold (which involves holding a person's arms across their chest).
- The nose distraction technique (which involves a sharp upward jab under the nose).

(See the Physical Control in Care Medical Panel Report 2008 for further details of these techniques).

Staff will also be advised that, as far as possible, they should not use reasonable force unless or until another responsible adult is present to support, observe and call for assistance.

#### iii. Recording incidents

It is important that there is a detailed, contemporaneous, written report of any occasion where force is used and an incident record form will be completed as soon as possible after any incident has occurred and will be reported to Trustees. Similarly, all injuries will be recorded in accordance with the school's health and safety policy. In considering whether an incident needs to be recorded, the following will be taken into consideration:

- The level of risk presented at the time of the incident.
- The degree of force used.
- Any effect on the pupil or member of staff.

#### iv. Reporting incidents

Parents/carers will be informed of any recordable incident and given an opportunity to discuss the incident with the Head teacher or appropriate class teacher and given a copy of this policy. Afterwards arrangements will be made for supporting staff and pupils involved in the incident, including meeting immediate physical needs and rebuilding relationships, to ensure that lessons are learned from the incident. However, if it is considered that it is likely to result in significant harm to the pupil then parents/carers will not be informed of any recordable incident. In some cases, the appropriate external agencies (for example, local authority children's services, the local children's safeguarding board, the health and safety executive, youth offending teams and the police) will also be informed.

#### v. Complaints and allegations

Should there be any complaint or allegation following an incident, then the school's appropriate arrangements for dealing with complaints and allegations of misconduct will be followed.

**vi. Monitoring and evaluation**

The Head Teacher will make an annual report to the Trust Board of the recordable incidents after which the impact of the policy will be considered and the policy changed if necessary.

This policy should be read in conjunction with the Anti-Bullying and Harassment Policy, the E-Safety/On-line Policy, the Uniform Policy, the Chromebook Policy and the Home School Agreement.

This policy will be reviewed annually by a member of the senior leadership team and by the Kingston Educational Trust's Pupil Welfare and Community Committee.

Next review due: May 2019

Date: 22 May 2018

Signed:

Sophie Cavanagh, Head Teacher

Sue Conder, Chair Pupil Welfare and Community Committee, Kingston Educational Trust

## Appendix Consequences

### Pupil Consequences - Levels 1-3

Consequences are sometimes issued where a pupil's behaviour or attitude to learning falls below that which is expected of them. Day-to-day consequences are issued on a range from Level 1 to Level 3, where a Level 1 consequence is issued for less serious behaviours and a Level 3 consequence for the most serious.

#### **Level 1 consequences**

Pupils who receive a L1 consequence, will either be issued with a 'recall' or have a detention for up to 30 minutes in Q2-10 after school. It will be entered by the member of staff onto their behaviour conduct record.

**SEND pupils** will receive a differentiated response detention which is appropriate to them, their needs and the situation, led by members of the Inclusion team.

#### **The following will lead to a Level 1 consequence being issued:**

\*Organisation or Homework standards not met → a '**recall**' to register with a member of the Senior Leadership Team:

- \*Lack of essential TKA equipment / exercise book
- \*Uncharged / missing Chromebook
- \*Missing items of uniform or PE kit
- \*Missing, incomplete or substandard homework

Behaviour/Attitude to Learning standards not met → **always** 30 minutes detention:

- \*Lateness to school
- \*Lateness to lessons
- Not following TKA routines
- Poor behaviour in lessons
- Poor conduct outside of lessons
- Wearing uniform or PE kit incorrectly
- \*Eating or chewing gum in lessons
- \*Accessing inappropriate online material in class
- \*Patterns / lines shaved into hair
- \*Inappropriate use of phone on-site
- Inappropriate use of phone off-site
- Wearing make-up, nail varnish or jewellery

Items marked \* will **immediately** lead to a level 1 consequence and therefore a detention.

With other behaviours, the member of staff will make a judgement whether to issue an initial warning or an immediate level 1 consequence.

#### **The TKA routines that pupils must follow are:**

- Silent entry and exit to assembly
- Silent entry to lessons

- Standing behind chairs at the beginning of lessons whilst preparing equipment
- Following the one-way system
- Putting their Chromebook at half mast when requested
- Silence after the bell and 3-2-1 countdown
- Following staff instructions first time

**The essential equipment at TKA is:**

- Blue/black pen, pencil, ruler, pencil case, red pen, eraser, sharpener
- Exercise books
- Planner
- Reading book
- Chromebook (fully charged)
- Earphones
- Calculator
- Full PE Kit - TKA polo shirt, TKA shorts/skort/tracksuit bottoms, white socks/TKA rugby socks

**Inappropriate use of a mobile phone is:**

Using a mobile phone on or off site without the permission of a member of staff. If pupils wish to use their phone to call home after school, they must ask the member of staff on duty. Inappropriate use of a phone on site will lead to the phone being confiscated. A parent or carer will have to collect it from Pupil Services.

**If a pupil receives *more than one* Level 1 consequence during a school day:**

They will be required to stay behind after school for a one-hour detention.

**If a pupil receives a Level 2 or Level 3 consequence:**

They will be required to stay behind after school for a one-hour detention. Depending on the nature of the conduct, they may additionally have other privileges removed.

**Examples (not exclusive) of behaviour that leads to a Level 2 or 3 consequence being issued include:**

- Inadequate response following a Level 1 consequence
- Defiance
- Graffiti & deliberate damage to school property
- Fighting or other unsafe behaviour
- Inappropriate language towards a member of staff
- Deliberately offensive language
- Bringing the school into disrepute on the way to or from school

**If a pupil is removed from a lesson or the on-call teacher is used:**

They will receive a Level 2 consequence (meaning a 1 hour detention).

**If a pupil is staying behind at school Parents will receive a notification through the Parent Portal.**

There is no need for pupils to contact their parents.

**If pupils have PE at the Hawker Centre Period 6, the time of the detention will start when they arrive in Q2-10 back at school.** Pupils must either wear full school uniform, or full PE kit, not a hybrid.

**If pupils believe they have been given a Level 1 consequence unfairly** they are expected to act with integrity and to not argue with the member of staff who has issued the consequence. Pupils are expected to attend the detention, but will have the opportunity to speak to the member of staff later in the day or at the detention.

**After-school detentions take place in the Q2-10, supervised by a member of the Senior Leadership Team.**

Pupils will be asked to speak to a member of staff and then complete homework in silence. Poor conduct during detention will lead to the length of the detention being extended.

**If pupils have a club or prior commitment after school:**

- If it is a free TKA club, then the pupil must attend the detention beforehand.
- If it is a TKA club parents have paid for, then the detention will take place the next day.
- If a pupil has a prior commitment outside of school, they must still go to Q2-10, where parents/carers will be contacted to verify. If this is the case, then the pupil will attend a detention the next day.

**If a pupil fails to attend an after-school detention:**

- their parents/carers will be contacted immediately.
- If they missed a half hour detention, then the next detention will be an hour.
- If they missed an hour detention, then the next detention will be an hour and in-class isolation the next day.
- An appropriate consequence may be put in place and this includes being withdrawn from Going Beyond, trips, representing the school, Friday detention for 1.5 hours or being placed on a Pupil Support Plan which involve parents/carers.

**If a pupil receives *more than* three Level 1 consequences in one category in a half term:**

They will be placed on report to support them and improve their behaviour. This will be monitored by their form tutor and their parents/carers will be asked to sign it every day.

### **Pupil Consequences - Levels 4 to 8:**

#### Level 4

Saturday detention after repeated Level 1 - 3 consequences.

#### Level 5

School to School Referral - this is a placement in another school for up to 3 days in place of a Fixed Term Exclusion. This is not always appropriate and is therefore only offered when the Head teacher deems this to be appropriate.

#### Level 6

Fixed Term Exclusion from 1 to 5 days. This is utilised where there is a serious breach of the school's behaviour policy/Code of Conduct or persistent breaches.

#### Level 7

Fixed Term Exclusion beyond 5 days (up to a maximum of 45 days in an academic year) for serious breaches.

Level 8

Permanent Exclusion - will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

For some pupils, the school may implement the locally agreed Managed Move protocol. This may be utilised from Level 6 consequences upwards as necessary. A Managed Move provides a pupil with the opportunity to have a fresh start on a trial basis at an alternative school. This may only be implemented if the parents/carers of the pupil concerned approve.