

# The Kingston Academy



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

**February 2019**

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Approved by: The Head Teacher and the Pupil Welfare and Community committee, Kingston Educational Trust

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## 1. Introduction

Discipline in a school is essential to ensure that all pupils can benefit from the opportunities provided. Every pupil has the right to feel safe, valued and respected and learn free from the disruption of others. Pupils are expected to maintain high standards of behaviour at all times to ensure effective teaching and learning: pupils need to attend regularly and on time; be motivated to learn; and behave well.

This Policy is supported by the [Pupil Code of Conduct](#) which was developed and written by Pupil Voice following a pupil led consultation.

## 2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Set out what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community
- Outline our system of rewards and consequences

## 3. Statutory requirements and other school policies

This policy has been drafted in line with the following Department for Education advice and guidance:

- [Behaviour and Discipline in Schools](#) (January 2016 edition);
- [Exclusion from maintained schools, academies and pupil referral units in England](#) (September 2017 edition),
- [Searching, Screening and Confiscation in Schools](#) (January 2018 edition); and
- [Use of Reasonable Force in Schools](#) (July 2013 edition)

This policy should be read in conjunction with the following school policies: Anti-Bullying and Harassment Policy, the Online Safety Policy, the Sexting Policy, Uniform Policy, Equalities Statement, SEND Policy, the Home School Agreement, Attendance Policy and the Complaints and Suggestions Policy (copies are available on the [Policy page](#) of the School Website and to staff in the Policy folder in the Whole School Team Drive).

## 4. Behaviour Outside School

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

As well as when they are in school, this policy applies to the behaviour of pupils when they are:

- 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.

This includes non-criminal bad behaviour and bullying which occurs off the school premises (including online/cyber-bullying) and which is either witnessed by a staff member or reported to the school.

The school will cooperate with the Police in any investigation of incidents believed to involve TKA pupils.

## 5. Roles and Responsibilities

### 5.1 The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the Head teacher to account for its implementation.

### 5.2 The Head teacher

The Head teacher is responsible for reviewing and approving this behaviour policy. The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently. The Headteacher has ultimate responsibility for behaviour and will make the final decision on matters of behaviour.

### 5.3 Staff

Staff have the right to impose sanctions when pupils fail to comply with school rules or meet behaviour expectations. Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in SIMS

The Senior Leadership Team will support staff in responding to behaviour incidents. Staff develop their behaviour management skills as part of their continuing professional development.

### 5.4 Parents/Carers

We seek to work in partnership with parents/carers who are expected to:

- Support the school in upholding discipline and to support their child in meeting behaviour expectations. All parents/carers sign the Home School Agreement when their child joins TKA (and again at the start of each academic year via the Pupil Planner) and in doing so make a commitment to ensuring that the school rules and standards of behaviour are maintained.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns promptly with their child's form teacher.
- Attend a Reintegration Meeting on the return to school of their child following a fixed term exclusion.

### 5.5 Pupils

Pupils must observe school rules and meet behaviour expectations. These are made clear to pupils through the transition process and appropriate behaviour is explored further with pupils through assemblies, the PSHE curriculum and Aspire Smart sessions in tutor time.

## 6. The Equality Act 2010

We will 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 or disadvantaged. 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. We recognise that some pupils require a sensitive and differentiated approach.

## 7. The Kingston Academy's Approach to Rewards and Consequences

### 7.1 Good Behaviour and Rewards

The Kingston Academy seeks to encourage good behaviour through high expectations and an ethos of mutual respect between staff and pupils. Encouragement and rewards are used to motivate pupils, rather than the threat of sanctions.

Hard work, positive contributions to school life or lessons, good attitude to learning over a period of time, 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;
- Termly Subject Awards
- Certificates for termly 100% attendance;
- Jack Petchey awards;
- Head teacher mention in assembly;
- Pupil leadership opportunities;
- Head teacher or Deputy Head teacher RIGFC Awards;
- Achievement assemblies and presentation evenings;
- Extended school privileges

Teachers are encouraged to give positive feedback to both pupils and to pupils' parents/carers.

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

### 7.2 Behaviour Expectations

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

- **The Principle Rule: If a pupil is asked to do something by a member of staff, they must do it as a reasonable instruction.**
- **No defiance** or talking back to members of staff.
- **No smoking** -pupils must not bring tobacco or electronic cigarettes to school. The school is a non-smoking site and 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 or on journeys to and from school.
- **No 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.

- **No possession or supply of 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, whether on school premises, or during extra-curricular activities or at any time during which pupils are representing the school, will face serious sanctions.
- **No 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 (a copy can be found in the policy folder in the staff Whole School Team Drive or on the [Policy page](#) of the School Website.)
- **No physical violence**, intimidation or threatening or abusive language or behaviour.
- **No threats to harm.**
- **No 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 (including for example knives, firearms or other items designed or intended to cause harm).
- **No sexual harassment**, misconduct or violence (incidents will be dealt with in accordance with the statutory guidance [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#) (May 2018)).
- **No pornography** possession, viewing, sharing or supply.
- **No discrimination** on the basis of disability, race, religion or belief, sex and sexual orientation.
- **No pupil to be in possession of dangerous items** such as fireworks, laser pens or aerosols.
- **No vandalism or damage** to school property or the property of others.
- **No litter.**
- **No theft** -any pupil who has stolen money or belongings or any other item will face serious sanctions.
- **No truancy** -pupils must not leave the school site
- **No facilitating/encouraging non-TKA pupils onto the school site.**
- **No interference with the learning of others** (for example disruptive behaviour).
- **No swearing.**
- **No chewing gum** in school at any time.
- **No eating during lessons** or drinking (other than water).
- **No makeup, nail extensions, nail varnish or jewellery** (other than a single plain stud in each ear and a watch, or as permitted for valid religious or cultural reasons - see the Uniform Policy (a copy can be found in the policy folder in the staff Whole School Team Drive or on the [Policy page](#) of the School Website.)
- **No mobile phones or other personal devices** to be used in school without consent (these must be kept out of sight) - see the Mobile Phone and Personal Devices Policy (a copy can be found in the policy folder in the staff Whole School Team Drive or on the [Policy page](#) of the School Website.)

#### **Pupils are expected to:**

- Follow the TKA Routines (see Appendix)
- Complete homework and submit coursework on time;
- Meet organisation requirements (see the Appendix and the TKA Equipment and PE Curriculum lists on the [Uniform and Equipment](#) Page of the School Website and the [Chrome Code](#) on the Website);

- Arrive on time for school and lessons;
- Work to the best of their ability in lessons;
- Move around the school in a sensible, calm and courteous manner;
- Wear the correct uniform (hair and appearance to be in accordance with the Uniform Policy (which can be found on the [Policy page](#) of the school website or for staff in the Whole School Team Drive);
- Show respect to staff and other p (both during lessons and outside the classroom);
- Sign and Follow the Pupil ICT Acceptable Use Agreement (copy available on the [policy page](#) of the school website)
- Follow safety rules in science labs, art or DT rooms and during PE lessons;
- Sign and Follow the Pupil Code of Conduct;
- Follow the Trips Code of Conduct (see the School Visits and Trips policy on the [policy page](#) of the school website)

### 7.3 Consequences

We expect exemplary behaviour from our pupils and when they fail to meet our expectations, we respond by deploying a system of consequences which are made clear to pupils and parents (see **Appendix 'Consequences'** for full details, including an illustrative Flow Chart which is shared with pupils in every classroom). Consequences can accumulate or may be distinct (for example in very serious cases the final sanction of permanent exclusion could be imposed as a result of a single incident). In some instances where behaviour is consistent with an illegal act, police may be notified.

We will support pupils to take responsibility for their actions and expect honesty and cooperation in return.

Consequences given to a pupil will be proportionate and reasonable in all the circumstances, including taking into account the pupil's age, any special educational needs or disability and any religious requirements which may affect them.

All consequences are logged on SIMS and monitored weekly by Form Tutors and Heads of Year. If a pupil starts to accumulate consequences, they will intervene early to identify any support required to address that behaviour and prevent that pupil's behaviour deteriorating further (including where appropriate the investigation of any undiagnosed additional needs and/or referral to appropriate local agencies).

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).

### 8. Fixed Term and Permanent Exclusions

School to School referral may be used as a prequel to a fixed term exclusion where deemed appropriate.

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

To help to ensure that reintegration following a period of exclusion is successful, parents/carers are expected to attend a Reintegration Meeting on their child's return to school. These provide the pupil, their parents/carers and staff from the Nucleus team a key opportunity to reflect together and work in partnership to agree a Behaviour Support Plan.

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 this policy) permanent exclusion will be used if necessary.

Where appropriate, the school will seek support for pupils from local agencies and/or work with other local schools to facilitate a Managed Move to provide a fresh start or work with a local Pupil Referral Unit.

Permanent exclusion will only be used as a last resort and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision whether to permanently exclude is taken by the Head Teacher and in accordance with the guidelines and procedures set out in the DfE Guidance '[Exclusion from maintained schools, academies and pupil referral units in England](#)'.

### **9. The Reintegration Room**

Disruptive pupils may be moved to the Reintegration Room for a limited period (in most cases this will be 1 day). This is a place of rigorous learning, where pupils are supported to master the challenges of school.

The use of the Reintegration aims to:

- improve inclusion by continuing the education of those who are disengaging with learning at times they would otherwise be failing to learn;
- avoid impact on the learning of others where behaviour of a specific pupil is a concern;
- target intervention for groups of pupils (over time) with specific social, emotional or behavioural problems through closely monitored staff-pupil work designed to help re-engage them with learning;
- support pupils' learning by helping them to develop better responses in classroom situations;
- reduce the need to exclude (either fixed-term or permanent) by working with pupils in the school environment;
- serve as a base for the reintegration of pupils who are returning from exclusion or who need to be reintegrated for other reasons.

There are three main instance where pupils may need to be referred to the Reintegration Room space:

- following return from Fixed Term Exclusion (Pupils to spend first two lessons completing a Behaviour Support Plan with a member of staff from the Nucleus Team);
- where a pupil refuses to follow staff instruction - including swearing at a member of staff;
- where a pupil has been involved in an altercation with another pupil and needs to be held while the situation is being resolved.

Staff will act reasonably when referring pupils to and managing the Reintegration Room and pupils will not be kept out of the classroom longer than necessary, taking into account all of the circumstances and any additional needs that may require further reasonable adjustments to be applied such as movement breaks or spending their assigned time in the Reintegration Room in part with the Inclusion Team.

### **10. Staff and Malicious Accusations**

Any allegation of misconduct made against a member of staff is taken very seriously. If it raises child protection issues it will be referred to the Local Authority Designated Officer (LADO), other allegations will be investigated in accordance with the school's own procedures. The member of staff concerned will be offered pastoral support and the matter dealt with confidentiality.

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.



## 11. Searches and Confiscation

### 11.1 Pupil Screening

Pupils may be required to undergo screening by a hand-held metal detector. Any member of staff may screen pupils and consent is not required. If a pupil refuses to be screened, the school may refuse to permit them access to or allow them to remain on the school premises (and the pupil's absence will be treated as unauthorised).

### 11.2 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 cooperate 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.

### 11.3 Prohibited Items and Searches without consent

The Head teacher and all members of the Senior Leadership Team (having been authorised by the Head teacher) have the power to search pupils or their possessions (including bags, lockers or desks) **without consent** if they reasonably believe that the pupil has one of the 'Prohibited Items' listed below in his or her possession.

Reasonable force may be used to search for the items in bold only (see Use of Physical Restraint/Force Policy below for the situations in which reasonable force may be used):

#### Prohibited Items

- **Knives and weapons**
- **Fireworks**
- **Alcohol**
- **Illegal drugs** (or equipment associated with them and so called 'legal highs')
- **Stolen items**
- **Tobacco and cigarette papers/matches or lighters/electronic cigarettes**
- **Pornographic images, including an electronic device that may have been used to capture or share illicit/inappropriate material**
- **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)**
- Mobile phones and other personal devices used in school in breach of the Mobile Phone Policy.

#### The person carrying out the search:

- will first explain the search process clearly to the pupil;
- will be the same sex as the pupil being searched;
- will ensure it is undertaken in the presence of a witness (another staff member) who will if possible 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 and where it is not reasonably practicable to summon another member of staff.

- 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 includes coats, blazers, hats, shoes, gloves and scarves).
- only search a pupil's possessions (including desks, lockers and bags) 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 for the pupil to be present and/or to summon another member of staff.

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).

If pupils refuse to be searched or abscond, the police may be informed.

#### 11.4 Seized items

School staff will seize any Prohibited Item (see 11.4 above) found as a result of a search. 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). Other substances found which are not believed to be controlled drugs, but which a teachers believes are harmful or detrimental to school discipline (such as so called 'legal highs') may be confiscated.
- 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 the value is minimal eg 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 item reasonably suspected of being an offensive **weapon or items which are evidence of an offence** must be passed to the police as soon as possible.

#### 12. Searches and Deletion: Electronic Devices

A member of staff may search a pupil's electronic device with their consent.

Where conducting a search without consent of a pupil or their possessions, a member of the Senior Leadership Team finds a device that is either a Prohibited Item under this policy or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is "good reason" to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

"Good reason" in this context means: the member of staff reasonably suspects that the data or file in question has been or could be , used to cause harm, to disrupt teaching or break school rules.

The search of an electronic device will take place in the presence of the pupil, unless this is not reasonably practicable and the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the examination is not conducted immediately.

If the member of the Senior Leadership Team has reasonable grounds to suspect that the device contains evidence in relation to a criminal offence, they must give the device to the police as soon as possible and material

that is suspected to be relevant to an offence should not be deleted.

If the Senior Leadership Team does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of the school's behaviour policy. As an alternative to retaining the device and where it is reasonably practicable to do so, the evidence may be copied to a school device. Where data or files are transferred:

- This should be completed in the presence of the pupil and another member of the Senior Leadership Team (who has viewed the evidence);
- A short written statement will be made confirming the details of the evidence transferred and of the device on which the evidence was found;
- The member of staff will decide whether it is appropriate to delete the files or data from the device before returning it to the pupil.

Files containing or suspected of containing youth produced sexual imagery will never be copied or transferred and the device will always be retained and dealt with in accordance with the Sexting Policy (a copy can be found in the policy folder in the staff Whole School Team Drive or on the [Policy page](#) of the School Website.)

If any member of staff has reasonable grounds to suspect that a device contains youth produced sexual imagery, they should not view the images, but immediately notify the Designated Safeguarding Lead and follow the procedures set out in the Sexting Policy (a copy can be found in the policy folder in the staff Whole School Team Drive or on the [Policy page](#) of the School Website.)

### **13. Use of Physical Restraint/Reasonable Force**

#### **13.1 Introduction to Physical Restraint**

At The Kingston Academy we aim to offer a calm, welcoming, secure and safe environment in which our pupils will flourish and in which the use of force in relation to a pupil is unlikely. We minimise the need to use force by:

- Using social and emotional aspects of learning to teach pupils how to manage conflict and strong feelings;
- De-escalating incidents if they do arise;
- Completing risk assessments and positive handling plans for individual pupils where appropriate.

#### **13.2 When and how restraint can be used**

Reasonable force may be used to:

- Prevent a pupil from hurting themselves or others;
- Prevent a pupil from damaging property (including their own);
- Prevent a pupil from causing disorder; and
- Search for 'Prohibited Items' (see section 11.4 above).

Examples of situations where reasonable force might be used include (this list is not exhaustive):

- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground by physically separating pupils; and

- to restrain a pupil at risk of harming themselves through physical outbursts.

Types of restraint that could be used, include 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 (these should only be used after a member of staff has completed restraint training).

Staff will **only** use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

These judgements will take account of the particular characteristic of the pupil, including age, special educational needs or disability. In applying this policy the school will make reasonable adjustments for children with disabilities under the Equalities Act 2012 and children with special educational needs. The judgement on whether to use force will take into account the needs of the pupil concerned.

Where reasonable and where there is the opportunity, before taking steps to restrain pupils, members of staff will explain to the pupil that this is what they will do. 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.

Members of staff should not put themselves or other pupils at risk, for example, where a pupil suspected of having a weapon seems likely to resist a search the police should be called.

### **13.3 Reasonable Force**

The use of force is 'reasonable' if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

### **13.4 Staff authorised to use reasonable force and training**

All members of staff have a legal power to use reasonable force. Temporary authorisation may be given to others who do not normally supervise pupils, for example, volunteers on trips.

The Head teacher has the responsibility to ensure that staff are fully informed of the school's policy and receive appropriate training. All key members of staff at TKA have received accredited training (and accredited training on the use of restraint and de-escalation techniques is made available to all staff through the school's ongoing programme of Continuing Professional Development).

### **13.5 Recording incidents**

As soon as possible following any serious incident involving the use of reasonable force by a member of staff a record is made on CPOMS. Recorded incidents are reported to Trustees termly. Any injuries will be recorded in accordance with the school's health and safety policy. In considering whether it is appropriate to record an incident, the following will be taken into consideration:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff; and
- the pupil's age.

### **13.6 Reporting incidents**

Except where it is considered likely to result in significant harm to the pupil, parents/carers will be informed of any recordable incident and given an opportunity to discuss with a member of the Senior Leadership Team.

In some cases, appropriate external agencies (for example, local authority children's services, the health and safety executive, youth offending teams and the police) will also be informed.

### **14. Complaints**

Any complaints in respect of the application of this policy should be made following the school's usual complaints procedures (see the Complaints and Suggestions Policy, available on the [Policy page](#) of the School Website and to staff in the Policy folder in the Whole School Team Drive).

### **15. Monitoring and evaluation**

This policy is subject to regular evaluation by the the Senior Leadership Team and by trustees, through meetings and analysis of key behaviour data and discussion and through staff, parent and pupil surveys.

This policy will be reviewed annually by the Head Teacher and by the Kingston Educational Trust's Pupil Welfare and Community Committee and approved by the Head Teacher.

Next review due: February 2020

Date: 4 March 2019

Signed:

Sophie Cavanagh, Head Teacher

Jenni Woods, 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 the LRC after school. It will be entered by the member of staff onto their behaviour conduct record.

**Pupils with SEND** 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'. Pupils are required to register at the end of the day with the member of staff who issued the Recall. :

- \*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 (Leads to 30 minutes, same-day lunchtime detention)
- 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 makeup, nail varnish or jewellery

With all 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 Showing immediate engagement with learning upon entering the classroom
- 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 site (and in the vicinity of the school gates) without the permission of a member of staff. If pupils wish to use their phone to call home after school, they must go to Pupil Services to do so.. 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 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.

**If a pupil receives a Level 3 consequence (SLT Detention),** their Head of Year will write a letter to their parents, notifying them of the reason for the detention issue. SLT detentions take place once weekly, on a Tuesday between 3.45 and 5.45pm with a member of the Senior Leadership Team.

**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 spend a full day in the Reintegration Room space (i.e. if a pupil is removed during Period 3, they will return to lessons Period 3 the following day).

**If a pupil is staying behind at school Parents will receive a notification through SIMS Learning Gateway. In addition, an e-mail will be sent confirming the type of detention set.**

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 the LRC 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 the Pastoral 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 the LRC , 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 being placed on a Pupil Support Plan which involve parents/carers.

### **Pupil Consequences - Levels 4 to 7:**

#### Level 4

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 5

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 6

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

#### Level 7

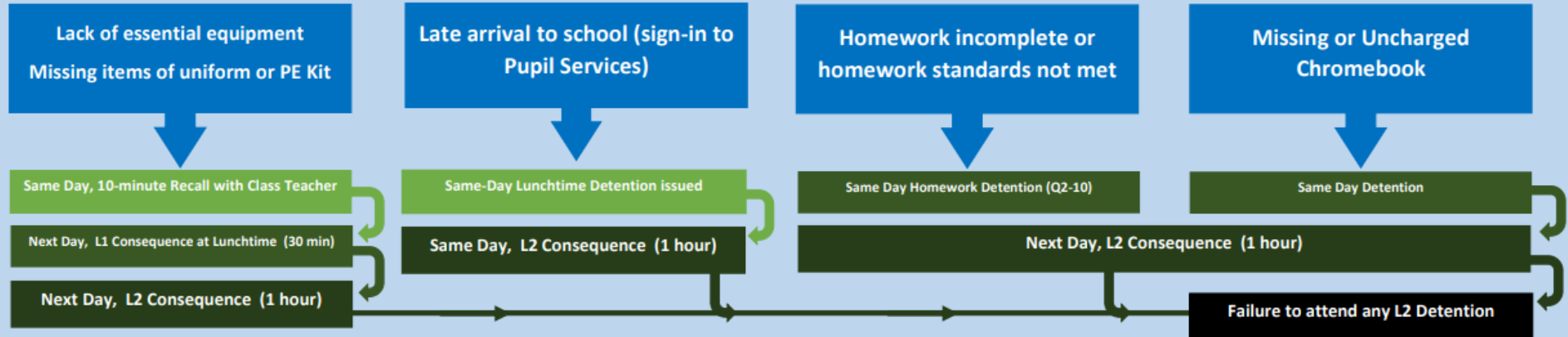
Permanent Exclusion - will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.



For some pupils, the school may implement the locally agreed Managed Move protocol. This may be utilised from Level 5 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.

# The Kingston Academy – Sanctions Flowchart (Amended Spring 2019)

## ORGANISATION, HOMEWORK AND PUNCTUALITY



## BEHAVIOUR AND ATTITUDE TO LEARNING

