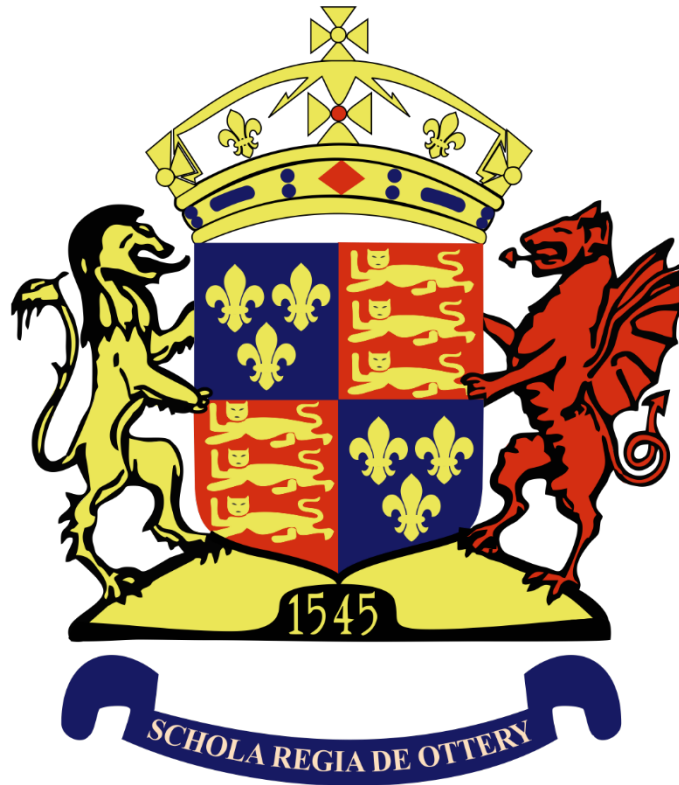




Behaviour, Rewards and Sanctions Policy

The King's School
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EX11 1RA

Policy Change Control

Policy Owner	DHT Student Support
Approved By	Curriculum Committee
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Date	Version	Person	Change / Action
02/02/2016	1.0	Trustees	Adoption of Policy
02/05/2017	1.1	SBM	Update to template and Format
03/07/2017	1.2	MAG	Minor changes to Section 2 A number of changes to Section 3 after consultation with staff and students Changes to personnel listed in Section 6 sub section 11.
13/07/2017	1.2	Trustees	Approval of Policy by Board of Trustees
04/07/18	1.3	MAG	Changes to Section 2 – Rewards after school-wide review. Changes to Section 3 re wording for exclusions
12/07/2018	1.3	Trustees	Approval of Policy by Board of Trustees
03/06/2021	1.4	MAG	Added in Legal Framework. Other minor changes throughout the document.
17/06/2021	1.4	Trustees	Approval
04/12/2022	1.5	MAG	Complete re-write of the policy to acknowledge updated Government guidance and feedback from Trustees plus to incorporate the work of last year's rewards working party.
03/06/2023	1.6	MAG	Further changes following feedback from staff and SLT
13/07/2023	1.6	Trustees	Approved
20/06/2026	2.0	TGP	Full policy re-write in line with updated legislation and guidance.
14/7/2026	2.0	Trustees	Approved

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1. Aims

This policy aims to:

- Create a positive, calm, safe and supportive environment where all students can learn effectively
- Promote a whole-school culture of high expectations, consistency, and respect
- Define acceptable and unacceptable behaviour
- Provide a clear and graduated approach to behaviour management
- Ensure behaviour systems are fair, inclusive and responsive to individual need, including Special Educational Needs and Disabilities (SEND) and Social, Emotional, and Mental Health (SEMH)
- This policy is underpinned by the schools' ethos and values and students are expected to aspire to these values:

Values

A **core value** is a central belief clearly understood and shared by every member of the school community.

Achievement

By achievement we mean that everyone

- produces work to their highest capability
- sets high standards and personal goals for improvement and lifelong learning
- makes best use of their talents, time, and resources
- takes pride in their own achievements and the achievements of others

Creativity

By creativity we mean that everyone

- is critically aware, imaginative and adaptable
- can work both independently and as part of a team to problem solve
- has the ability to be inventive and enterprising

Integrity

By integrity we mean that everyone

- shows the courage to do what is right
- makes decisions that reflects who they are and what they believe, helping them gain the trust of peers
- keeps their promises and fulfils their commitment
- assesses the impact of their own actions and what this means for others

Respect

By respect we mean that everyone

- values every member of the school community
- displays good manners at all times
- displays acceptance of those with different points of view and beliefs

- shows respect for school buildings, facilities and surrounding environment

Resilience

By resilience we mean that everyone

- is well equipped through engagement, opportunity, and academic success to withstand adversity, shock, or disadvantage
- develops the ability to 'bounce back'
- is better equipped to achieve well, cope with change, and develop healthy behaviours

The school is committed to:

- Promoting and rewarding good behaviour.
- Promoting self-esteem, self-discipline and proper regard for authority.
- Ensuring equality and fair treatment for all.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and the wider community.
- Developing positive relationships with students to enable early intervention.
- Involving students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

2. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- the authority to confiscate students' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Misbehaviour is defined as (not exhaustive):

- Isolated disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as (not exhaustive):

- Repeated breaches of the school rules
- Repeated disruption to lessons, in corridors between lessons, and at break and lunchtimes
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Clothing or jewellery not consistent with the uniform code

- Energy Drinks or similar items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Use of a mobile phone at any time during the school day.
- Breaches of the Acceptable User Agreement

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

All incidents are managed in line with safeguarding procedures and the Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The Board of Trustees

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of SEND and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Recognising hidden stressors for vulnerable students, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The importance of their behaviour outside of school and within the local community.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum. These decisions will usually be made in consultation with the Special Educational Needs Co-ordinator (SENCO).

6.1 Mobile phones (to be read in conjunction with the Acceptable User Agreement)

No mobile phones should be seen or heard on the school site. If a phone is seen or heard it will be confiscated and placed securely in Reception until parents or a nominated adult are able to collect it. Phones are expected to be **'off and away'**.

Students should make sure that their phone:

- Does not disrupt lessons, assemblies and other school events;
- Is not used to harass or otherwise intimidate any person;
- Is always used following the guidance below.

Mobile phones are permitted in school provided the rules below are observed.

2. My mobile phone is my responsibility at all times and the school will not accept liability for loss/damage, nor will it investigate loss/damage.
3. My phone should be labelled with my name.

4. Mobile phones must be switched off and out of sight at all times during the school day: “off and away”.
 5. I need permission from a member of staff to use any mobile device at any time.
 6. I must give my mobile phone to a member of staff if I am asked to do so.
- The school reserves the right to monitor my use of a mobile phone and I give the school permission to examine any data or files on the device where there is a good reason to do so. The school may also delete data or files if there is good reason to do so and search my phone or SIM card memory if requested.

Students need to understand that they will not use any mobile device to:

1. Display, distribute or save offensive messages or images.
 2. Access other people’s devices without their permission e.g. using Bluetooth.
 3. Harass, insult or attack others using email, text or other digital media.
 4. Distribute information about another person without their permission.
 5. Make digital media files (e.g. video, photographic or sound recordings) of other people without their permission.
- Post digital media files recorded in school – even if obtained with permission – on any website or **any** other social media such as Facebook, X (formerly Twitter), Tiktok, Snapchat etc.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which includes:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines (see appendix 4)
- Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
- Use a graduated response approach to manage classroom behaviour. This includes the use of a ‘Behaviour Toolkit, which is based on the most recent pedagogical research.

When poor behaviour is persistent, staff may use the ‘Strike system’ (see Appendix 5). This approach allows students to receive clear warnings and consequences for disruptive behaviour.

Repeated disruption may result in temporary removal from the classroom, or ‘parking’ and a detention, typically lasting 30 minutes.

In cases of serious misconduct, staff may bypass the graduated response and seek immediate support from senior leaders via a call-out system. This ensures that safety and order are maintained without delay.

Students who regularly display low-level disruption are monitored to ensure patterns are identified and addressed.

Detentions are used as a consequence for behaviour that does not meet expectations. These may vary in length depending on the severity and frequency of the behaviour:

- Short detentions (5 minutes) may be issued during break or lunch.
- Standard detentions (30 minutes) may take place during lunch or after school.
- Extended detentions (1 hour or more) may be issued by Heads of Department or senior staff.

Parental consent is not required for detentions, including same-day detentions, but staff should act reasonably and communicate with families when appropriate. Detentions will not be issued where there is a reasonable concern that it would compromise a student's safety.

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a student is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.3 Rewards and responding to good behaviour

At The King's School we believe in rewarding effort, recognising achievement and encouraging students to aspire to exceed our expectations. The rewards system is based on our five core values of achievement, creativity, integrity, resilience, and respect.

The school's rewards system is built around House Points, which students earn for positive behaviour, effort, achievement, and contributions to school life. Every point awarded adds to the overall total for the student's house, creating a sense of teamwork and shared responsibility. These points contribute towards the House Cup, which is awarded at the end of the year to the house with the highest score. The purpose of this system is to celebrate individual success while fostering collaboration, healthy competition, and a strong sense of belonging within the school community.

Other forms of reward include:

- Verbal Praise - this should be used in a variety of contexts to motivate students and celebrate success.
- Friday Praise Calls – a positive message home on a Friday to acknowledge students who have done well that week.
- Postcards and Edulink Messages - staff are encouraged to communicate with home to celebrate success within the class or as part of the extra-curricular offer
- Achievement Points awarded by Teachers and Tutors - Achievement points are awarded to individual students by all members of teaching, pastoral and support staff on a consistent basis.

- Conduct Points - students are awarded certificates for accumulated conduct points (achievement points minus behaviour points) over time. Students are also awarded for conduct points in celebration assemblies.
- Commendations – when a student demonstrates truly exceptional achievement, commendation certificates can be awarded. These certificates should be celebrated within the department or the House and are sent home electronically via Edulink.
- End of Year 11 Awards - to be presented to the most deserving Year 11 students in the Final Day Celebration Assembly.
- Additional House Awards - each term each House will give medals to a student in each tutor group in their house as decided by the tutor or tutor group.
- House Cups are awarded at the Academic, Sports and Presentation Evening

7.4 Responding to misbehaviour

Instances of unacceptable behaviour are taken seriously and dealt with as soon as possible. Students benefit from consistency and clear boundaries. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment.

The Deputy Headteacher (Student Support) and the pastoral team will monitor reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Staff work collaboratively in a multi-professional framework to support and manage student behaviour effectively. This includes regular Inclusion Team meetings where pastoral and SEND staff share insights and coordinate interventions. Solution Circles are used as a structured, peer-led approach to problem-solving, allowing staff to explore challenges and generate strategies collectively. In addition, the school maintains strong links with external agencies—such as educational psychologists, Child and Adolescent Mental Health Services (CAMHS), and social care—to ensure that students with complex needs receive tailored support. This joined-up approach ensures consistency, early intervention, and a shared responsibility for student wellbeing and behavioural success.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom

- Placing a student on a behaviour plan
- Suspension
- Permanent exclusion, in the most serious of circumstances

7.4.1 Behaviour Plans

The school uses a graduated approach to supporting students whose behaviour requires additional intervention, underpinned by the Assess–Plan–Do–Review cycle. Behaviour is first carefully assessed through the gathering of student voice, data, and context; this informs a personalised plan with clear targets and strategies. These strategies are implemented and monitored over time, with regular review points to evaluate impact and adapt support as needed. This approach is delivered through three levels of behaviour planning: the Improving Behaviour Plan (IBP), the Behaviour Support Plan (BSP), and the Pastoral Support Plan (PSP). Each plan builds on prior interventions and reflects increasing levels of need, ensuring that support is personalised, multi-faceted, and developed in partnership with students, parents/carers, and, where appropriate, external agencies.

➤ Improving Behaviour Plan (IBP)

An IBP is the first formal stage of targeted intervention for students whose behaviour has not improved through standard classroom and pastoral strategies. It brings together student, parent, and school voice to identify barriers and agree clear, achievable targets. The plan focuses on practical classroom-based adjustments and pastoral support (e.g. reports, seating changes, mentoring or SEND support), alongside defined actions for all parties. Progress is closely monitored through regular reviews to ensure early intervention leads to improvement.

➤ Behaviour Support Plan (BSP)

A BSP is implemented where behaviour concerns are more persistent or complex and require a more structured and holistic approach. It builds on the IBP by incorporating a wider range of strategies, including potential involvement from external agencies and more intensive school-based support. The BSP emphasises clear success criteria, evaluation of strategies, and coordinated actions between school, home and other professionals, ensuring consistent and sustained intervention.

➤ Pastoral Support Plan (PSP)

A PSP is the most intensive level of support and is used where there is a significant risk of exclusion or long-term disengagement from education. It involves a multi-agency approach, potentially including alternative provision, adapted timetables, and specialist interventions. The PSP sets out clear expectations, targets, and responsibilities across all stakeholders and is reviewed frequently to monitor progress and next steps. Its aim is to provide a highly personalised package of support to enable the student to successfully remain in education.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a student. It describes both physical and non-physical actions aimed to restrain students in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain students, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen

The use of force on the ground carries an increased risk of injury and should be avoided wherever possible. If a student is unintentionally held on the ground, staff should release their hold or re-position into a safer alternative or standing position as quickly as possible. Any force used must be necessary, reasonable and proportionate to the circumstances. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.5.2. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

7.8 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or designated safeguarding lead (DSL) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.12 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

8. Serious sanctions

8.1 Internal Exclusion

Internal Exclusion is a sanction used following investigation by a member of the Senior Leadership Team (SLT). It may be used following missed detentions, for uniform issues or following persistent poor behaviour. It is typically applied for at least a full school day and may begin part way through a day and continue into the next. The duration of Internal Exclusion may extend beyond the normal school hours, with students usually remaining until 4:30pm. In more serious cases, students may be detained until 6:00pm. This extended period may be used as an alternative to suspension at the discretion of the Headteacher.

Parents will always be informed when Internal Exclusion is applied. The school will consider the nature and seriousness of the incident when determining the length and conditions of the exclusion. Internal Exclusion is usually used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by an Assistant Head of House.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal.

8.2 Suspension and permanent exclusion

8.2.1 Suspensions

Suspension is a serious sanction and is considered only when other responses are deemed insufficient or inappropriate due to the nature of the behaviour. The Headteacher is solely responsible for deciding whether a suspension is necessary and for determining its length.

Before making a decision, the Headteacher will consider any mitigating circumstances, including the student's wellbeing, any contributing factors such as bullying, and whether the student has unmet needs. Where appropriate, the school may assess whether learning, communication, or mental health difficulties are contributing to the behaviour.

Following a suspension, a Return from Suspension meeting will be held with the student and their parents. This meeting will set clear expectations and targets to support successful reintegration. If the student has social, emotional, or mental health (SEMH) needs, support will be reviewed and adjusted as necessary.

The following examples of behaviour may warrant the decision to suspend a student:

- Physical assault against a student

- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse
- Persistent, disruptive behaviour

Students can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year. Students can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a student will be subject to a suspension or a permanent exclusion, depending on what the circumstances warrant.

When considering the suspension of a student, the headteacher will:

- Allow the student to present their case where possible
- Take into account any contributing factors
- Consider the student's suspension history and whether the sanction is effective
- Explore early intervention strategies and external support where needed

The headteacher will consider what extra support may be available for vulnerable student groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- Looked After Children (LAC)
- Students eligible for FSM
- Students with SEND
- Certain ethnic groups

A suspension can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day in determining whether a Board of Trustees meeting is triggered.

A student's behaviour outside school can be considered grounds for a suspension.

8.2.2 Permanent Exclusion

The decision to exclude a student is never taken lightly and should be taken only:

- a) in response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies. It is an acknowledgement by the school that it has exhausted all strategies reasonably expected of a mainstream school for dealing with the child.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it may be appropriate to permanently exclude a child for a first or 'one-off' offence.

These might include:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistent abuse of the school's rules on drugs
- Serious drugs offences including possession of drugs and/or selling/supplying drugs on the school site

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school and local community. A student's behaviour outside school can be considered grounds for a permanent exclusion.

The headteacher will consider whether a permanent exclusion is necessary alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

All decisions to exclude are carried out in line with the DfE guidance: DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). Students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan will be carefully considered and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual students with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the student, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

9.2 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.3 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan will always be carefully considered and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Student transition

10.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management also forms part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, trustees and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff

- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

The King's School: Improving Behaviour Plan



Student Information

Initial Meeting	Y/N	Review 1		Y/N	Review 2	Y/N
Student Name	Form	Lead Teacher	Date of Meeting	Present at Meeting		

Context – Assess

All About Me <i>(to be completed with the student before the meeting)</i>
What do you feel has been working well in school?
What do you feel is not working well in school? What would you like to be different?
What do you feel is working well at home?
What do you feel is not working well at home? What would you like to be different?
What is important to you?
What are your hopes and dreams for the future?

SEN code	PP	Behaviour Points	Achievement Points	Attendance			
Number of 2 strikes	Number of 3 strikes	Days in IE	Suspensions				
Wider context (Include a pen portrait here of the context around this young person. Consider what has triggered this plan being opened):							
Graduated Response (What behaviour strategies have already been implemented?)							
Tutor report		Seating plan changes		Learning Coach support		Tutor group changes	
Head of House Report		Head of House Parent Meeting		Head of Department Report		Restorative conversations	
Discussion with SENDCO		Teaching group changes		Exit card		Key worker allocated	
School mentor allocated		Lunch time club		Speech + Language screener		Dyslexia screener	
Early Help		Time out of lessons		Referral for counselling		Referral to MHST	
Personalised curriculum		Deputy Head meeting with parents		Discussed at Inclusion meeting		School nurse referral	
SEMH intervention		Work experience		Outdoor school		Off-Site Direction discussion	
Other:							

Discussion – Plan

School voice: (Consider what is working well and what is not – what can each party do differently?)	
Parent voice:	

Student voice:	
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Next steps - Do

Graduated Response <i>(What behaviour strategies are you planning on implementing?)</i>							
Tutor report		Seating plan changes		Learning Coach support		Tutor group changes	
Head of House Report		Head of House Parent Meeting		Head of Department Report		Restorative conversations	
Discussion with SENDCO		Teaching group changes		Exit card		Key worker allocated	
School mentor allocated		Lunch time club		Speech + Language screener		Dyslexia screener	
Early Help		Time out of lessons		Referral for counselling		Referral to MHST	
Personalised curriculum		Deputy Head meeting with parents		Discussed at Inclusion meeting		School nurse referral	
SEMH intervention		Work experience		Outdoor school		Off-Site Direction discussion	
Other:							

Student Targets:
1.
2.
3.
Parent Actions:
1.
2.
3.
School Actions:
1.
2.
3.

Declaration – Review

Plan shared with parent/carers on: __/__/__	Date:
Date of next review:	
Admin: ☐ IBP recorded on SIMS ☐ IBP shared with Classroom teachers	

The King's School: Behaviour Support Plan



Student Information

Initial Meeting	Y/N	Review 1		Y/N	Review 2	Y/N
Student Name	Form	Lead Teacher	Date of Meeting	Present at Meeting		

Context – Assess

All About Me <i>(to be completed with the student before the meeting)</i>
What do you feel has been working well in school?
What do you feel is not working well in school? What would you like to be different?
What do you feel is working well at home?
What do you feel is not working well at home? What would you like to be different?
What is important to you?
What are your hopes and dreams for the future?

SEN code	PP	Behaviour Points	Achievement Points	Attendance
Number of 2 strikes	Number of 3 strikes	Days in IE	Suspensions	
Wider context (Include a pen portrait here of the context around this young person. Consider what has triggered this plan being opened):				
IBP Targets			Success?	Failure?

Graduated Response (What behaviour strategies have already been implemented?)							
Tutor report		Seating plan changes		Learning Coach support		Tutor group changes	
Head of House Report		Head of House Parent Meeting		Head of Department Report		Restorative conversations	
Discussion with SENDCO		Teaching group changes		Exit card		Key worker allocated	
School mentor allocated		Lunch time club		Speech + Language screener		Dyslexia screener	
Early Help		Time out of lessons		Referral for counselling		Referral to MHST	
Personalised curriculum		Deputy Head meeting with parents		Discussed at Inclusion meeting		School nurse referral	
SEMH intervention		Work experience		Outdoor school		Improving Behaviour Plan	
Off-Site Direction		Headteacher meeting with parents		Alternative Provision		Inclusion Officer involvement	
Other:							

Discussion – Plan

School voice: <i>(Consider what is working well and what is not – what can each party do differently?)</i>	
Parent voice:	
Student voice:	
External agency voice:	

Next steps - Do

Graduated Response <i>(What behaviour strategies are you planning on implementing?)</i>						
Tutor report		Seating plan changes		Learning Coach support		Tutor group changes
Head of House Report		Head of House Parent Meeting		Head of Department Report		Restorative conversations
Discussion with SENDCO		Teaching group changes		Exit card		Key worker allocated
School mentor allocated		Lunch time club		Speech + Language screener		Dyslexia screener
Early Help		Time out of lessons		Referral for counselling		Referral to MHST
Personalised curriculum		Deputy Head meeting with parents		Discussed at Inclusion meeting		School nurse referral
SEMH intervention		Work experience		Outdoor school		Pastoral Support Plan
Off-Site Direction		Headteacher meeting with parents		Alternative Provision		Inclusion Officer involvement
Other:						

Student Targets:
1.
2.
3.
Parent Actions:
1.
2.
3.

School Actions:
1. 2. 3.
External agency Actions:
1. 2. 3.

Declaration – Review

Plan shared with parent/carers on: __/__/__	Date:
Date of next review:	
Admin: ☐ BSP recorded on SIMS ☐ BSP shared with Classroom teachers	

The King's School: Pastoral Support Plan



Student Information

Initial Meeting	Y/N	Review 1		Y/N	Review 2	Y/N
Student Name	Form	Lead Teacher	Date of Meeting	Present at Meeting		

Context – Assess

All About Me <i>(to be completed with the student before the meeting)</i>
What do you feel has been working well in school?
What do you feel is not working well in school? What would you like to be different?
What do you feel is working well at home?
What do you feel is not working well at home? What would you like to be different?
What is important to you?
What are your hopes and dreams for the future?

SEN code	PP	Behaviour Points	Achievement Points	Attendance
Number of 2 strikes	Number of 3 strikes	Days in IE	Suspensions	
Wider context (Include a pen portrait here of the context around this young person. Consider what has triggered this plan being opened):				
BSP Targets			Success?	Failure?

Graduated Response (What behaviour strategies have already been implemented?)							
Tutor report		Seating plan changes		Learning Coach support		Tutor group changes	
Head of House Report		Head of House Parent Meeting		Head of Department Report		Restorative conversations	
Discussion with SENDCO		Teaching group changes		Exit card		Key worker allocated	
School mentor allocated		Lunch time club		Speech + Language screener		Dyslexia screener	
Early Help		Time out of lessons		Referral for counselling		Referral to MHST	
Personalised curriculum		Deputy Head meeting with parents		Discussed at Inclusion meeting		School nurse referral	
SEMH intervention		Work experience		Outdoor school		Improving Behaviour Plan	
Off-Site Direction		Headteacher meeting with parents		Inclusion Officer involvement		Behaviour Support Plan	
Multi-professional meetings		Alternative Provision		Adapted timetable			
Other:							

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Discussion – Plan

School voice: <i>(Consider what is working well and what is not – what can each party do differently?)</i>	
Parent voice:	
Student voice:	
External agency voice:	

Next steps - Do

Graduated Response <i>(What behaviour strategies are you planning on implementing?)</i>						
Tutor report		Seating plan changes		Learning Coach support		Tutor group changes
Head of House Report		Head of House Parent Meeting		Head of Department Report		Restorative conversations
Discussion with SENDCO		Teaching group changes		Exit card		Key worker allocated
School mentor allocated		Lunch time club		Speech + Language screener		Dyslexia screener
Early Help		Time out of lessons		Referral for counselling		Referral to MHST
Personalised curriculum		Deputy Head meeting with parents		Discussed at Inclusion meeting		School nurse referral
SEMH intervention		Work experience		Outdoor school		Improving Behaviour Plan
Off-Site Direction		Headteacher meeting with parents		Inclusion Officer involvement		Adapted timetable
Multi-professional meetings		Alternative Provision				
Other:						

Student Targets:

1.

2.
3.
Parent Actions:
1.
2.
3.
School Actions:
1.
2.
3.
External agency Actions:
1.
2.
3.

Declaration – Review

Plan shared with parent/carers on: __/__/__	Date:
Date of next review:	
Admin: ☐ PSP recorded on SIMS ☐ PSP shared with Classroom teachers	

Appendix 4: Expectations at the start and end of lessons



Starting a lesson at King's...

At the start of **EVERY** lesson **ALL** students should...

1. Arrive on time, dressed correctly and line up quietly outside the classroom waiting for the teacher to invite you into the room.
2. Enter the classroom silently and sit in your correct seat.
3. Get out the equipment you will need for the lesson.
4. Complete the starter activity.
5. Remain silent during the register.

In **SUBJECT** we also want students to...

1. *
2. *
3. *



Ending a lesson at King's...

At the end of **EVERY** lesson **ALL** students should...

1. Wait for clear instructions from the teacher before packing away.
2. Make sure equipment that has been borrowed has been returned to the correct place.
3. Make sure your workspace is clear and all rubbish is in the bin.
4. Stand silently behind your chair until you are dismissed.
5. Teachers will dismiss classes one row or table at a time, once the bell has gone and ensuring they are dressed in correct uniform.

In **SUBJECT** we also want students to...

1. *
2. *
3. *

Appendix 5: The Strike system

1. Behaviour in Class including the strikes system, parking and detentions

In order to prevent disruption, all staff are expected to follow the following “strikes” procedures consistently. If a student misbehaves the member of staff will work through the following process:

Strike 1 - Students receive a strike which is recorded by the teacher. The student should be told what the strike is for.

Strike 2 - If the student continues to misbehave, they get a second strike – this now equates to losing five minutes of the next break or lunch. **This must be recorded in Edulink or SIMS by the member of staff.**

Strike 3 - If this behaviour continues to three strikes, the student should be parked with another teacher and should receive a 30 minute lunchtime detention. This detention could allow the teacher to lead a discussion with the student about what has taken place. **If a student reaches 3 strikes this must be recorded on Edulink or SIMS so that other staff and parents are alerted.**

- If a student is involved in a serious breach of the behaviour policy, the strike system might be by-passed and they can be parked immediately or a member of SLT called for.
- If a student regularly gets one strike but does not escalate further staff should record this in Edulink/SIMS as “Persistent One Strike”
- If a member of staff is having persistent problems with a student they must work with their Head of Department (HOD) to try and resolve the issue.