

Ready to Learn: Behaviour Policy

Queen Katharine Academy



Queen Katharine
Academy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Encourage staff to recognise and reinforce positive behaviours, using the academy reward system.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- 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.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform
- › Defiance of adults

Serious misbehaviour is defined as:

- › Repeated misbehaviours which include truancy and disruption.
- › Repeated breaches of the academy rules
- › Any form of bullying
- › Arson; Fire Lighting or other dangerous behaviours
- › Sexual violence or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking (including vaping)
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, vapes, e-cigarettes and cigarette papers.
 - 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: <ul style="list-style-type: none">• 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)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

Details of the Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

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

5.2 The principal

The principal is responsible for:

- Reviewing and approving this behaviour policy

- › Ensuring that the academy 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 pupils
- › 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 pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (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 pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (using the academy MIS system SIMS)
- › Challenging pupils 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 academy's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the academy's behaviour policy
- › Inform the academy 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 academy directly, whilst continuing to work in partnership with the academy
- › Take part in the life of the academy and its culture

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at the academy
- That they have a duty to follow the behaviour policy
 - The academy's key rules and routines
 - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The pastoral support that is available to them to help them meet the behavioural standards

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

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

Pupils 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 pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils 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 pupils to learn
- Move quietly around the academy
- Treat the academy building and academy property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside academy or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Any student who uses a mobile phone or electronic device (including iWatches and earphones) without permission or whose mobile phone goes off in the academy will have it confiscated by a member of staff. The phone will be held in a secure environment until the parent collects it.

The Academy follows 'See it, Hear it, Lose it'.

Procedure:

- We will operate a 'See it, Hear it, Lose it' policy. This will simply mean that the phone will be confiscated if it is seen or heard in academy grounds.
- Phones that are confiscated will only be returned at the end of the day. Year teams will communicate with the parent/carer to notify them. The phone will be stored in a secure place until it is collected.
- The student will be placed in an after-school detention.
- The restriction is in place at all times while students are in the grounds of the academy, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished.

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 pupils to be engaged.
- Display the behaviour curriculum and academy classroom rules.
- Develop a positive relationship with pupils, which should include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Ensure students are sat in a seating plan and amend as necessary
 - Ensure your classroom routines are embedded e.g. bags on the floor, planners and pens on desk
 - Know the school behaviour framework and apply it
 - Know what support is available and use it if needed

7.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil'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.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture.

Positive behaviour will be rewarded with:

Level	Bronze	Silver	Gold	Platinum	Diamond
Merit	25	100	250	400	525
Recognition	Email Contact home				
Certificate	35	150	300	450	550
Recognition	Certificate Presentation				
Medal	50	200	350	500	600
Recognition	Bronze Star	Silver Star	Gold Star	Platinum Star	Diamond Star
	Chance to be entered into prize draws and selected for special trips as well as other exciting opportunities.				

For Queen Katharine Academy students to be successful in their classroom and around the Academy we encourage them to be **Ready, Respectful and Safe**. Students who embed these simple expectations as part of their daily habits are more likely to be successful and achieve their full potential.

- Ready - Listen carefully, giving staff your full attention.
- Ready - Arrive on time to school and lessons.
- Ready - Show determination by always trying your hardest (100% effort).
- Ready - Dress smartly in school uniform and be proud to represent the Academy.
- Ready - Show ambition by having high expectations of yourself.
- Ready – Be sat in the correct seat.
- Ready – Come equipped with a Pen, Pencil and ruler.
- Respectful - Treat others as you would wish them to treat you.
- Respectful - Follow all instructions at the first time of asking.
- Respectful - Make sure all litter goes into the bin.
- Respectful – Keep our toilets clean.
- Respectful - Don't talk/make noise when a teacher is speaking.
- Respectful - Be always truthful.
- Respectful - Apologise when in the wrong.
- Safe – Do not run in the Academy.
- Safe – Never throw objects in lessons or around the Academy.
- Safe – Promote equality and fairness.
- Safe – Act as a positive role model.
- Safe - Look after your possessions and do not share others possessions.
- Safe – Keep your hands and feet to yourself.
- Safe – Think before you speak

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

There is a clearly defined process for issuing sanctions at Queen Katharine Academy. At every stage of the process students are reminded by staff how they can be successful in their learning and are encouraged to make the correct behaviour choices.

The policy encourages students to take ownership of their actions, while providing support and interventions when needed. The goal is to create an environment where teaching and learning can thrive without disruptions.

The policy outlines three R's which students can easily understand and build into their school routine.

R1 Sanction:

Description: The "R1" sanction is applied when incorrect behaviour is observed by the class teacher.

Action Taken: The teacher provides an informal warning to the student, serving as a reminder of expected behaviour.

Purpose: This stage aims to offer guidance on how to correct the behaviour, emphasising the importance of adhering to academy's expectations.

Outcome: No further action or sanction is taken at this point.

R2 Sanction:

Description: If the behaviour persists after the R1 stage, a formal warning is issued.

Action Taken: The incident is recorded on the school's system (SIMs), incurring one behaviour point. Parents are notified through the SIMs parent app.

Purpose: To escalate the consequences for repeated inappropriate behaviour, reinforcing the academy's commitment to maintaining a positive learning environment.

Outcome: The class teacher reiterates the expected behaviour and provides guidance on how to change the current behaviour. No further sanction is given at this point.

R3 Sanction:

Description: If the behaviour continues despite previous interventions, the class teacher issues a "**R3**" sanction.

Action Taken: This stage is recorded on SIMs, incurring two behaviour points. Parents are notified via the SIMs parent app.

Further Consequence: The student is sanctioned with a next day 30-minute detention.

If Required: Staff may request a **Behaviour Support Request (BSR)** if they judge that the student cannot remain in the class after the detention has been set. In such cases, the student will be temporarily removed from the classroom and placed in an alternative subject room.

Purpose: To address persistent inappropriate behaviour and to provide a structured consequence that includes parental involvement and a reflective period through detention.

Phase	Behaviours	Possible Sanctions	Possible Interventions
1	<ul style="list-style-type: none"> • Arriving late to lessons • Not properly equipped • Uniform breaches • Low level disruption to learning • Poor performance in lessons 	<ul style="list-style-type: none"> • Remind • Remodel (1 behaviour point) • Lunch detentions 	<ul style="list-style-type: none"> • Subject teacher intervention • Tutor intervention
2	<ul style="list-style-type: none"> • Persistent Remodels • Disruption to others learning • Inappropriate behaviour around school • Anti-social behaviour around school • Failing to follow school expectations • Disruption to school life • Use of Foul language • Persistent Truancy 	<ul style="list-style-type: none"> • Remove (2 behaviour points) • Restorative conversation • 30 minute after-school detention 	<ul style="list-style-type: none"> • Subject teacher intervention • Tutor intervention • Subject Leader intervention • Parent contact
3	<ul style="list-style-type: none"> • Persistent Phase 2 behaviours • Persistent disruption to learning • Anti-social behaviour around school • Failing to attend 30-minute detention • Graffiti/damage to property 	<ul style="list-style-type: none"> • Persistent Misbehaviour Sanction (2 behaviour points) • Friday 45-minute detention • In-Touch message to parent/carer 	<ul style="list-style-type: none"> • Subject Leader intervention • Tutor intervention • Progress Leader intervention • Parent contact (SSO's)
4	<ul style="list-style-type: none"> • Persistent Phase 3 behaviours • Bullying • Dangerous behaviour • Bringing the academy into disrepute 	<ul style="list-style-type: none"> • Internal Inclusion (1-3 Days) 	<ul style="list-style-type: none"> • SLT Link intervention • Progress Leader intervention • Ed Psych referral • Parent contact & meetings • Anger management interventions • Counselling • CAMHS referral team • Pathways referral • PARP meeting
5	<ul style="list-style-type: none"> • Excessive and repetitive Phase 4 behaviours • Threatening behaviour to students • Persistent low-level misbehaviour • Inappropriate use of social media • Bringing the academy into serious disrepute 	<ul style="list-style-type: none"> • Internal Suspension (1-3 Days) 	<ul style="list-style-type: none"> • AP Behaviour and Attitudes or AP Behaviour Hub intervention • Progress Leader intervention • Ed Psych referral • Parent contact & meetings • Anger management interventions • Counselling • CAMHS referral team • Pathways referral • PARP meeting • IDP referral • Behaviour Panel Referral • Early Help Assessment • Short Term Placement
6	<ul style="list-style-type: none"> • Excessive and repetitive Phase 5 behaviours • Aggressive & threatening behaviour to staff • Possession of a prohibited items (vape/cigarettes/lighters) • Unprovoked assault • Abusive language (swearing at staff) 	<ul style="list-style-type: none"> • Fixed Term Suspension (1-5 Day) 	<ul style="list-style-type: none"> • AP Behaviour and Attitudes or AP Behaviour Hub intervention • VP Behaviour intervention (4- or 5-day sanctions) • Progress Leader intervention • Ed Psych referral • Parent contact & meetings • Anger management interventions • Counselling • CAMHS referral team • Pathways referral • PARP meeting • IDP referral • Behaviour Panel Referral • Early Help Assessment • Learning Gateway Placement • Managed Move
7	<ul style="list-style-type: none"> • Significant Stage 1 to 5 behaviours over time • Possession of a controlled substance • Possession of a weapon or item that can cause serious harm • Malicious wounding of a fellow student • Significant threat to safety of the academy • Any behaviour deemed significant by the principal 	<ul style="list-style-type: none"> • Permanent Exclusion 	<ul style="list-style-type: none"> • Support LA with transfer

*Nb: This is a non-exhaustive list and any sanctions can be applied per instruction of the Principal

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches and screening

Searching 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 pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, 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 pupil 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 pupil; **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 ensure a written record of the search is kept.

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed. Consent is not required if there is a suspicion of knives or weapons, alcohol, illegal drugs and stolen items; and tobacco and cigarette papers, fireworks and pornographic images; and any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and any item banned by the school rules which has been identified in the rules.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil 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 pupil the opportunity to ask questions
- › Seek the pupil's co-operation

If the pupil 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 designated safeguarding lead / pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from 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 pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil 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 pupil's possessions when the pupil 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 pupil 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

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 pupil 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Screening a pupil

As an Academy we can require pupils to undergo screening by hand-held metal detector (arch or wand) even if we do not suspect them of having a weapon and without the consent of the pupils. The Academy's statutory power to make rules on pupil behaviour and our duty as an employer to manage the safety of staff, pupils and visitors enables the Academy to impose a requirement that pupils undergo screening upon reasonable request. Any authorised member of the Academy staff can screen pupils.

If a pupil refuses to be screened, the academy will apply its behaviour policy and sanction non-compliance. Health and safety legislation requires our Academy to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance to lessons.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

7.7 Off-site misbehaviour

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

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

Sanctions may also be applied where a pupil 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 academy

- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

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

7.8 Online misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

7.9 Suspected criminal behaviour

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

When establishing the facts, the academy 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, a member of the senior leadership team/ pastoral team will make the report.

The academy will not interfere with any police action taken. However, the academy 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.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The academy's response will be:

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

The academy 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.

7.11 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil 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 pupils 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 pupils.

8. Serious sanctions

8.1 Detention

Teaching, pastoral and support staff have been authorised by the principal to give pupils detentions.

Pupils can be issued with detentions during lunch (20 minutes only), after school (30 minutes) or Friday's (between 2:45pm to 3:45pm) during term time.

Lunch time detentions could be issued for incidents such as: Lates; Incorrect Uniform; Phone; Chewing Gum; Lack of appropriate equipment.

After-school detentions could be issued for incidents such as: Inappropriate Language; Disruptive Behaviour; Disrespectful Behaviour- towards student; Disrespectful Behaviour towards staff; Persistent Low-Level Misbehaviour (3 lunchtime detentions in a week).

Subject teachers can issue departmental detentions after-school for a maximum of 20 minutes for incidents of lack of work or incomplete homework.

Friday after-school one-hour detentions will be issued for incidents such as: Persistent Misbehaviours; Missed Detentions; and any other relevant misbehaviour.

The school will decide whether it is necessary to inform the pupil's parents. Parents will be informed via SIMS Parent App for all after-school detentions.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by subject teacher in an alternative room and will be removed for a maximum of 50 minutes (in case of a double lesson 100 minutes).

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Meetings with student support officers
- › Use of teaching assistants
- › Short term behaviour report cards
- › Long term behaviour plans
- › Learning Gateway placement
- › Multi-agency assessment

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

8.3 Suspension and permanent exclusions

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principal and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

The academy's approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for prolonged periods.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit near teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe skin conditions.
- Training staff in understanding conditions such as autism
 - Use of sensory rooms or alternative spaces where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Whether the pupil was unable to understand the rule or instruction?

- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

Where necessary, support and advice will 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

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

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

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

These strategies could include:

- Phone communications with parents/carers
- Re-integration meetings with parents/carers
- Monitoring measures such as report cards
- Reasonable adjustments to in-class behaviour sanctions; if appropriate

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

- The application of the academy's behaviour policy
- The needs of the pupils at the academy
 - How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be collected each week by the data team and analysed half-termly by the vice principal.

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

- › At academy level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The academy 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 pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the principal and the Queen Katharine Academy governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the vice principal.

14. Links with other policies

This behaviour policy is linked to the following policies

- › Exclusions policy
- › Child protection and safeguarding policy
- › Anti-bullying policy
- › Mobile phone policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
 - The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
 - Pupils are helped to take responsibility for their actions
 - Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

