

Behaviour & Discipline Policy Kelvin Hall School

Policy reviewed and adopted
by the Board of Trustees

Summer Term 2024

Version

V4

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Responsible Committee:

Local Governing Body

Monitoring:

Trust Board

Related Policies

**Safeguarding Policy
Attendance Policy
PSHE Policy**

Where is this policy
published?

School Website

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 Aims

This policy aims to:

- provide a consistent approach to behaviour management;
- define what we consider to be unacceptable behaviour, including bullying;
- outline how pupils are expected to behave;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline our system of rewards and sanctions.

4 Legislation and statutory requirements

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

- Behaviour and discipline in schools;
- Searching, screening and confiscation at school;
- The Equality Act 2010;
- Use of reasonable force in schools;
- Supporting pupils with medical conditions at school.

4.2 It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' 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 online

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

5 Definitions

5.1 Misbehaviour can be defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform

5.2 Serious misbehaviour can be defined as:

- repeated breaches of the school rules;
- any form of bullying;
- sexual assault or harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;

- vandalism;
- theft;
- fighting;
- Smoking;
- racist, sexist, homophobic or discriminatory behaviour;
- Possession or use of any prohibited items. These may include:
 - knives or weapons
 - Alcohol;
 - illegal drugs;
 - stolen items;
 - Tobacco, cigarette papers, items containing nicotine including 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 pupil)

6 Bullying

6.1 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.

6.2 Bullying is, therefore:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult to defend against

6.3 Bullying can include:

Type of Bullying	Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

6.4 Signs of bullying

Pupils may become shy, withdrawn and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or lateness and truancy.

6.5 Roles and Responsibilities

6.5.1 If it is suspected that there is a racial/sexual element to an incident of bullying, the Pastoral Year Leader (PYL) should be informed immediately. The teacher/adult will record the incident on Arbor and refer the incident to the relevant PYL. The PYL will interview all the parties and make a record, determining the appropriate strategy and actions to combat the bullying. Parents will be kept informed by the PYL or Assistant PYL where appropriate. Any sanctions will be determined by the PYL in liaison with the DSL/DHT. Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support determined by the student support teams in consultation with the pupil.

6.5.2 Sanctions for persistent offenders or incidents considered as gross acts of aggression of a pupil could lead to permanent exclusion. For other types of bullying, appropriate sanctions will be applied. Parents, as well as all staff and pupils, should know that Kelvin Hall School will not tolerate bullying, and take a positive approach to educate pupils to combat it. Parents of pupils will be involved in the solution to the problem as appropriate by the student support team. Kelvin Hall School is prepared in appropriate cases to arrange support for pupils involved. We have access to outside agencies who can offer support, e.g. school nurses. All reported incidents must be recorded.

6.5.3 All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and should work towards ensuring that we work in an environment without fear. Bullying is unacceptable and will not be tolerated; every allegation of bullying will be taken seriously and investigated and Kelvin Hall School will do what is reasonably practicable to eliminate bullying.

6.5.4 The school has a duty to draw up procedures to prevent bullying among pupils and ensure appropriate training is available and that these procedures are brought to the attention of all adults and at Kelvin Hall School.

6.5.5 The student support teams:

- are responsible for the day-to-day management of the behaviour policy and systems ensuring that there are positive strategies and procedures in place to help pupils;
- determine how best to involve parents in the solution of individual problems;
- maintain a bullying log;
- mediate where possible.

6.5.6 The School will raise the awareness of the social nature of bullying through the PSHE programme, including assemblies, use of focus group time, and in programmes of study as appropriate through curriculum planning and delivery. We will ensure pupils are given clear and precise explanations of what to do if they feel they are being bullied through Focus Group teachers and lessons, and regular updating of posters and ICT messages throughout the school. Pupils will be encouraged to report incidents of bullying to any adult or member of the student support team.

6.5.7 The School uses 'tootoot' - a safeguarding platform with a suite of tools. With tootoot, pupils are able to safely and anonymously tell us about their concerns and worries, as a first step to resolving them. Students can log in to tootoot and send their concerns or worries directly to designated staff members. Tootoot is accessible on most internet-enabled devices including computers, tablets and mobiles.

6.5.8 Parents will be updated regularly with school contact numbers including, the reception telephone number, year teams' direct phone numbers and email addresses, the attendance telephone number, the whole school information email, and a number of other contacts. This will be communicated at the start of each academic year and regularly reinforced through parental communication updates.

7 Roles and Responsibilities overview

7.1 The governing board

7.1.1 The LGB will review and monitor this behaviour policy in conjunction with the HT/HOS and monitor the policy's effectiveness, holding the school to account for its implementation.

7.2 The HT/HOS

7.2.1 The HT/HOS is responsible for reviewing and approving this behaviour policy.

7.2.2 The HT/HOS will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

7.3 Staff

7.3.1 Staff are responsible for:

- implementing the behaviour policy consistently;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents.

7.3.2 The senior leadership team and the student support teams will support staff in responding to behaviour incidents.

7.4 Parents

7.4.1 Parents are expected to:

- support their child in adhering to the pupil code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher and year team, or any other relevant staff members promptly.

8 Pupil Code of Conduct

8.1 In the Classroom Pupils are expected to:

- have all mobile devices turned off and in their bag; Kelvin Hall School does not allow student mobile phones to be used on the school site at any time
- sit where staff tell them to and stay in their seat unless asked to move;
- place planners and equipment on the desk, ready for use.

8.2 During Lessons pupils are expected to:

- listen attentively, without talking, when someone is speaking;
- contribute to discussions and ask for help if needed;
- complete all work to the best of their ability;
- record all homework in their planner;
- contribute to a positive learning environment for all.

8.3 At the end of the lesson pupils are expected to:

- pack away once the teacher tells them to;
- wait for the teacher to dismiss them;
- leave the room tidy for the next lesson.

8.4 Outside of lessons pupils are expected to:

- show respect to members of staff and each other;
- behave in an orderly and self-controlled way;
- 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.

9 Rewards and Sanctions

9.1 We recognise that external consequences and rewards are effective ways of encouraging appropriate behaviour. We use a system called Arbor to record all positive and negative behaviours displayed by pupils. Pupils are awarded positive behaviour points for displaying behaviours in line with our school values of Hard Work, Respect and Independence, and for contributions to the community or extra-curricular activities. The points add up over the course of the school year and earn students the opportunity to participate in Kelvin Experiences. In addition to this, students that achieve a specified amount of points will automatically receive phone calls, emails, text messages and certificates and letters home from various strands of the school's Middle and Senior Leadership Teams. The staged approach to the Classroom Behaviour Policy allows for negative incidents to be recorded on Arbor at the third or fourth warning about poor behaviour, with the exception of more serious incidents which may be recorded immediately. The school will also work with parents where possible to avoid escalating behaviour using phone calls and meetings where possible to ensure correct learning behaviour is elicited by all pupils.

9.2 List of rewards and sanctions

9.2.1 Positive behaviour will be rewarded with:

- praise;
- Arbor points;
- letters or phone calls home to parents;
- special responsibilities/privileges.

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

- a verbal reprimand;
- moving seats within the classroom;
- sending the pupil out of the class to work in another class;
- expecting work to be completed at home, or at break or lunchtime;
- detention at break time, lunchtime, or after school;
- referring the pupil to a senior member of staff;
- letters or phone calls home to parents;
- putting a pupil 'on report'.

9.2.3 We may use the personalised learning departments and internal exclusion teams in response to serious or persistent breaches of this policy. Pupils may be sent to the internal exclusion room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

9.2.4 Pupils who do not attend a detention may be given a detention for a longer duration or be placed into the internal exclusion room the following day.

9.3 Off-Site Behaviour

9.3.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, when wearing school uniform outside of school or when their behaviour may bring the reputation of the school into disrepute.

9.4 Malicious allegations

9.4.1 Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the HT/HOS will discipline the pupil in accordance with this policy.

9.4.2 Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

9.4.3 The HT/HOS will also consider the pastoral needs of staff accused of misconduct.

10 Behaviour Management (classrooms)

10.1 The school approaches behaviour management in a 'firm but fair' manner. Staff are encouraged to work restoratively with students to ensure the best behaviour is learned through encouragement and positive reinforcement. When sanctions are put in place for a pupil they are explained clearly to the pupil and a restorative conversation takes place during the sanction to ensure a fresh start happens during the next lesson. The behaviour guide in the classroom is as follows:

- Stage 1 - Verbal reminder about poor behaviour writing name on board;
- Stage 2 - Second reminder about poor behaviour and the pupils name will go on the board;
- Stage 3 - Pupil removed from the lesson and issued a detention;
- Stage 4 - If a pupil refuses any of the previous stages then they will be placed into the internal exclusion room.

10.2 Classroom management

10.2.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display the pupil code of conduct;
- Develop a positive relationship with pupils, which may 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;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement.

10.3 Physical restraint

10.3.1 In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Prejudicing good order of the school;
- Endangering the safety of themselves or others;
- Damaging property.

*Only key staff are trained in the restraint of students

10.3.2 Incidents of physical restraint 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

10.4 Confiscation

10.4.1 Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

10.4.3 The searching and screening of pupils are conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

11 Off Site Direction

An off-site direction is a formal transfer of a child from one school to another.

- They are used as a supportive measure to help individual children to remain in a mainstream school and complete their education.
- An off-site direction could be set up if your child has been identified as being at risk of exclusion or has significant attendance issues that are affecting their access to education. The school will already have tried other strategies to support you and your child but the risk of exclusion or disaffection remains.
- The school would arrange to meet with you and discuss the reasoning for the off-site direction and the processes involved.
- An off-site direction does not require the consent of parents or carers.
- Further information on off-site directions would be provided to parents and carers if this strategy was going to be used for their child.

12 Suspensions and Permanent Exclusions

12.1 Only the HT/HOS of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed-term periods (up to a maximum of 45 school days in a single academic year), or permanently excluded in exceptional cases (where further evidence is required) a fixed period suspension may be extended or converted to a permanent exclusion. This guidance is based on the statutory guidance from the Department for Education:

<https://www.gov.uk/government/publications/school-exclusion>

12.2 Formal External Suspension

12.2.1 In this instance work is set via Google Classroom, for the pupil and parents/carers are given the responsibility to supervise the pupil to work at home for the first 5 days of the suspension (for suspensions longer than 5 days an alternative centre will be sought for the pupil to attend where possible).

12.2.2 At the end of the period of suspension, parents meet with a member of the SLT, where appropriate, and the pupil's Pastoral Year Lead. On return to school, the pupils' reintegration will be monitored by the Pastoral Year Team.

12.3 Permanent Exclusion

12.3.1 The decision to permanently exclude a pupil will be taken in response to:

- A serious breach or persistent breaches of the school's behaviour policy;
- Where a pupil's behaviour means allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.

12.3.2 The HT/HOS may consider a serious breach of the behaviour policy to be any of the following, however, it is not possible to foresee all possibilities and this list should not be deemed exhaustive:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or inappropriate sexualised behaviour;
- Malicious accusations against staff or other students;
- Assault;
- Being in possession of, under the influence of, or supplying an illegal drug. Carrying an offensive weapon;
- Absolute refusal to conform to reasonable requests by staff.

12.4 Roles and Responsibilities

12.4.1 The HT/HOS will immediately provide the following information, in writing, to the parents of a suspended pupil

- The reason(s) for the; suspension
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent;
- Information about the parents' right to make representations about the suspension/ exclusion to the governing board and how the pupil may be involved in this;
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend;
- The HT/HOS will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative

provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this;

- If an alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:
 - the start date for any provision of full-time education that has been arranged;
 - the start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant;
 - the address at which the provision will take place;
 - any information required by the pupil to identify the person they should report to on the first day
- Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent

13 Pupil support

13.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

13.2 The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

13.3 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.

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

14 Pupil Transition

14.1 To ensure a smooth transition to the next year, pupils have transition sessions with the school, their new teacher(s) and key staff. In addition, staff members hold transition meetings. These are in line with a city-wide agreed approach to transition.

14.2 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15 Training

15.1 Staff receive regular training on Arbor and how it can be used as a tool to improve behaviour in the school providing a consistent tool to:

- provide Instant reports for SLT and pastoral teams which highlight trends and pupils at risk;
- provide reports for focus group teachers, year teams and department leads;

- managing behaviour and make sure all staff are on board;
- engage parents and promote our school's positive achievements into the wider community;
- share customisable behaviour reports with parents and through email notifications and app notifications;
- help pupils see their own progress and reflect on their achievement & behaviour;
- motivate & engage pupils with our rewards store.

15.2 Our staff are provided with training on managing behaviour, including proper use of restraint (key staff only), as part of their induction process.

15.3 Behaviour management will also form part of continuing professional development through our educate training and key theme weeks arising from our assembly programme e.g bullying awareness.

15.4 All staff have access to the National College training resources and are regularly updated with key seminars/online CPD.

16 Monitoring arrangements

This behaviour policy will be reviewed by the HT/HOS and LGB annually. At each review, the policy will be approved by the HT/HOS.

17 Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy;
- Attendance Policy;
- SRE/PSHE Policy

18 Public Sector Equality Duty

18.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

18.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

18.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Kelvin Hall School adheres to these statutory regulations.

19 Person Responsible

Updated Summer 2024

Headteacher

To be reviewed Summer 2025

Appendix 1 Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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 procedure explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term 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 circumstances.