



Behaviour Policy

2025-26

Chair of Governors signature:

Headteacher's signature:

Ratified: subject to ratification

Review: Autumn Term 2026

Person responsible for overseeing the implementation: Deputy Headteacher
(Inclusion and Ethos)



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Kineton High School- Behaviour Policy

Governors Committee	Curriculum and Welfare
Owner	Deputy Headteacher (Inclusion and Ethos)
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1: Key Principles



Building and maintaining relationships through restorative practice at Kineton High School. We are committed to ensuring high standards of behaviour to ensure students engage well in lessons, enabling students to make progress.

- Communication and clarity for all
- Clear and consistently applied policy with reasonable adjustments for students with SEND
- Supports the ethos and values of the school including high expectations/aspirations. Driven by a celebration of success
- Engage with stakeholders in an open and transparent manner
- Clear policy and expectations – clear escalation stages to **educate away from reoffending**
- Use emotional intelligence to restore good behaviour at the earliest opportunity

Vision statement:

Positive relationships are at the forefront of all we do at Kineton High School, we have a strong sense of community. We use a restorative approach to restore good relationships when there has been conflict or issues. We believe that high quality behaviour for learning is fundamentally driven by celebrating the success of all students whilst challenging incidents where this is not achieved and supporting students to learn from their mistakes.

Our behaviour for learning policy seeks to ensure that all our students make positive behaviour choices, leading to a reduction in repeat negative behaviour (**education**), by ensuring that there is clear communication throughout the process and that restorative conversations happen at each point. A clear and consistently applied policy, with reasonable adjustments, that upholds the ethos and values of the school of **ambition, respect and kindness (ARK)** will allow all students the opportunity to fulfil their potential/all stakeholders to flourish. All staff are responsible for implementing/displaying these values.

Our restorative approach aims to help students to improve emotional and social skills whilst instilling a sense of community and belonging. Our restorative approach recognises the reason behind the misbehaviour and focus on repairing relationships through a collaborative approach.

2. Legislation and statutory requirements:

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: advice for schools \(2022\)](#)
- [Behaviour in Schools- Advice for Headteachers](#)
- [The Equality Act 2010](#)
- [Children and families Act 2014](#)
- [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 at school with medical conditions](#)
- [Education \(Independent School Standards\) Regulations 2014 – 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.
- [Academies: guidance on publishing behaviour policy and anti-bullying strategy](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Please see a summary below of the school's legal obligations under the **Equality Act 2010 and Children and Families Act 2014**. Schools must ensure they do not discriminate against pupils, staff, or parents based on *protected characteristics*, which include:

- Disability
- Race
- Sex
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

Key obligations:

- Avoid discrimination, harassment, and victimisation in all aspects of school life (admissions, teaching, discipline, exclusions, etc.)
- Make reasonable adjustments for disabled pupils to ensure they are not at a disadvantage
- Promote equality through the *Public Sector Equality Duty (PSED)*, which requires schools to:
 - Eliminate unlawful discrimination
 - Advance equality of opportunity
 - Foster good relations between different groups
- Publish equality objectives and information to demonstrate compliance with the PSED

Part 3 of the **Children and Families Act 2014** Act focuses on children and young people with special educational needs and disabilities (SEND).

Key obligations:

- Identify and assess pupils with SEND, whether or not they have an Education, Health and Care (EHC) plan
- Use 'best endeavours' to secure the special educational provision required by a pupil's needs
- Appoint a SENCO (Special Educational Needs Coordinator) in all mainstream schools
- Inform parents when special educational provision is being made
- Cooperate with local authorities and other partners to support pupils with SEND
- Support pupils with medical conditions (under Section 100), ensuring they can participate fully in school life.

3. Definitions:

Positive Behaviour is defined as: Comments or actions which exemplify and promote

- our core values of ambition, respect and kindness
- our classroom routines (see Student code of conduct)

Misbehaviour is defined as:

- Comments or actions which deliberately:
 - undermine our core values of ambition, respect and kindness
 - undermine or obstruct our classroom routines
- cause emotional and/or physical harm to others (including students and staff)
- cause disruption on arrival to school or during dismissal at the end of the school day, during lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or home learning
- Non-compliance with the school dress code
- Repeated breaches of the school rules
- Any form of bullying
- 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
 - 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
 - Internal or external truancy
 - Vandalism
 - Theft
 - Fighting
 - Smoking / vaping / being under the influence of alcohol or drugs
 - Racist, sexist, LGBTQ+phobic or discriminatory behaviour
 - Possession of any prohibited items including but not limited to:
 - Knives or weapons (bladed or other including pepper spray)
 - Ammunition
 - Alcohol
 - Illegal drugs
 - Stolen or missing items
 - Tobacco, cigarette papers, cigarettes, e-cigarettes, vapes and any smoking paraphernalia
 - Fireworks and fire lighting equipment
 - Pornographic images
 - Caffeinated energy drinks
 - 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).
 - Mobile phone (Year 7 from Sept 25-26- see **mobile phone policy**)

We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety. This is not an exhaustive list of misbehaviour. The Headteacher may choose to sanction for misbehaviour, poor uniform, and/or bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

4. Bullying

Definition of Bullying: This school has chosen to adopt Warwickshire Anti-bullying Partnership's definition:

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future." Bullying can take many different forms:
- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Racial e.g. using race or religious differences
- Disability-based
- Faith-based
- LGBTQ+-phobic e.g. making fun of someone's sexuality or gender identification
- Online/Virtual: e.g. texts, e-mails, picture/video clip bullying, online gaming and social networking sites

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying policy**.

5. Roles and responsibilities - Living our School Values

We expect all members of our community to live by and model our ethos and values (Ambition, Kindness and Respect - ARK), demonstrating these in their day-to-day behaviours. ARK is key to the ethos of the school and there is a weekly focus on one strand of ARK through the tutor programme.

To further support this aim we have the following expectations of staff, students and parents:

A) Creating a positive learning environment in the classroom

Staff will ensure that they:

- Use start of lesson protocols: Meet & Greet/Use of Routines/Revise in 5/Punctuality management
- Implement a flexible seating plan based on good knowledge of the students and their needs
- Know the learning needs of their students and accommodate accordingly through the planned activities to ensure positive engagement in learning, a direct link to the toolkit for specific individuals is clearly implemented.
- Take the register within 10 minutes of the start of the lesson and report unusual or unexpected absence as soon as possible
- Use praise and appropriate rewards to raise self-esteem
- Use positive behaviour management strategies at all stages to try and bring about a positive change in behaviour and engagement.
- Create a positive climate of learning showing good leadership skills
- Politely and calmly communicate agreed procedures, providing regular reminders of expectations – The Kineton Way
- Adopt safe, orderly and consistent routines for entering and leaving a lesson
- Model polite and respectful behaviour towards students at all times and listen to students' concerns
- Do not accept defiance or answering back; follow procedures and apply sanctions
- Follow up sanctions/rewards quickly, consistently and fairly by using agreed systems

Examples of strategies:

- Use Restorative Script
- Giving time for students to become silent – e.g. use of 3-2-1
- Non-verbal signals; catch their eye, smile, move near them
- Use of a student's name in a positive manner
- Encourage engagement, ask them a question
- Praise improvements or re-engagement
- Move the student, alter seating plan
- Quiet 1:1 conversation with the student-Restorative Scripts
- **Short** time out of the classroom
- Contact with parents/personal tutor/HOY
- Understand that some students need different strategies and regular positive reminders to engage, check toolkit.
- Check students have understood the instructions
- Allow students the opportunity to raise concerns and listen to their viewpoint
- Support students with their organisation if required
- Positive body language

- Provide reflection time to allow students to make the right decisions
- Reiterate expectations clearly and regularly

Students are expected to:

- Work to the best of their ability, showing perseverance and pride in their work
- Listen in silence to the teacher and peers
- Be silent when required e.g. during Silent Study or the register. Respond appropriately to staff e.g. "Yes Sir/Miss/Ms" or by using their teacher's title and surname
- Enter and leave the lesson quietly, standing behind their chairs until dismissed
- Abide by the teacher's seating plan; any discussion regarding this should happen at the end of the lesson privately with the teacher.
- Follow all instructions on the first time of asking and ask for them to be repeated if necessary.
- Be fully equipped for learning – pen, pencil, ruler, colours, calculator, eraser
- Abide by the code of conduct
- Engage positively in restorative practice e.g. Accept responsibility; be able to apologise sincerely
- Respect their right to learn and that of other students

B) Ensuring movement around the school is safe and orderly and that students have a safe and positive experience during social time

Staff will ensure that they:

- Are on duty punctually with hi-viz jackets and walkie-talkies; are consistent with their expectations of students and are aware of, and enforce, 'out of bounds' spaces
- Engage with students; are polite and positive
- Talk to students who appear unhappy or isolated and follow up with relevant pastoral staff.
- Address all inappropriate behaviour and issues, reporting serious issues immediately to the duty leader for follow-up
- Model expected behavior e.g. Show good manners e.g. greeting students
- Implement the school corridor card system fairly and consistently

Students are expected to:

- Be in the correct places at the correct time
- Follow instructions on the first time of asking
- Respect the environment, use litter bins and report vandalism
- Use 'school appropriate' language in their conversations (e.g. No swearing)
- Walk around the school sensibly
- Respect each other and live by the school values of Respect and Kindness.
- Seek adult help if they are aware of any inappropriate behaviour or unhappiness with regard to themselves or other students
- Adhere to the non-smoking/vaping policy which applies to all staff and students
- Engage with the restorative script
- Be polite and friendly to all members of the school community

- Wear the correct school uniform in the expected way
- Walk on the left on the stairs
- Be punctual to lessons
- Act responsibly and be a role model to others
- Abide by out of bounds areas
- Show good manners e.g. greeting staff and holding doors open
- Abide by the queue arrangements
- Show the same respect to all members of staff
- Continue to NOT use mobile phones or electronic devices
- Carry their 'corridor card' at all times

C) Ensuring home learning contributes to outstanding progress

Staff will ensure that they:

- Set high quality worthwhile tasks with clear deadlines which contribute to students making outstanding progress
- Set home learning regularly according to the school guidelines, using the agreed 'Classcharts' platform.
- Ensure ILT tasks are on the website and make the necessary arrangements for Send students where this is part of their toolkit
- Support students in sticking or stapling ILT sheets into journals and ask students to record home learning and deadline in their journals
- Acknowledge/mark/follow up home learning
- Communicate with parents over any issues as they happen
- Follow school procedures for late home learning and record late/missed home learning

Students are expected to:

- Provide written communication from home e.g. note in the planner, if home learning deadline is not going to be met before lesson
- Attend home learning/subject clubs for more support if needed
- Complete the home learning to the best of their ability

D) Ensuring that parents work in partnership with the school to support their child's progress and personal development

Parents are expected to:

- Be supportive of the school and buy into the school's ethos and values- The Kineton Way
- Act as ambassadors for the school, particularly with regard to social media
- Be aspirational for their children

- Be confident in bringing concerns to the school's attention, using appropriate channels
- Attend parents' evening and other meetings to support their child's progress and wellbeing
- Support school policies and sanctions
- Ensure child has the correct uniform and PE Kit
- Equip students with the required equipment
- Provide positive and constructive feedback as appropriate
- Work in partnership with the school to provide consistent messages for students
- Support students with home learning tasks and alert school if a student needs additional time or help
- Support the school when implementing the restorative practices
- Ensure students attend school and support the school in ensuring punctuality

Teaching Behaviour, learning skills, and Respect in School

We actively seek to teach positive behaviour in school to all students – however it is important to recognise that the delivery or, and content, of this will need to be personalised to the individual student. The **LEARN** acronym is used to teach effective learning habits to all students across the academy. Listen to the speaker/ Engage be curious and try your best/Attend lessons on time and ready to learn/Respect and good manners/ No excuses. This is delivered through dedicated tutor time sessions as well as being consistently modelled and referred to during lessons.

This is supplemented by our whole school focus on **ARK (Ambition, Respect, Kindness)**. These are our three core values, and these are revisited regularly through the pastoral programme through our ARKtivity. These sessions develop student awareness of the importance of these values and their place in the school community/society as well as how to demonstrate them in set situations.

Assemblies are also used to deliver key messages and training to students in all year groups. These are an opportunity to link back to our core values as well as the Fundamental British Values/to support the delivery of Character and Culture. Assemblies are generally year group based to allow an appropriate adaptation of the message, but they can be single sex etc as needed to support the delivery of the core message/training.

Character and Culture is critical to our teaching of behaviour, learning skills and respect in school. This is a fortnightly session which covers a wide range of content and skills but focuses on developing the wider student. This is taught in tutor groups to allow appropriate and targeted discussion and is led (where possible) by the form tutor (who has the best knowledge of how to adapt the material for the group). Our zero tolerance approach to HSB and HSV has been delivered through these sessions (developing the work already done through assemblies and tutor time)/.

6.Responding to Behaviour:

6.1 Our approach:

We understand that motivation and engagement come from experiencing success. We aim to provide successful learning experiences in every lesson so that our pupils become intrinsically motivated to try their best at all times and develop a love of learning. Where this approach is not successful, we remind pupils of our high expectations, re-teach expected behaviours where appropriate and sanction misbehaviour accordingly. Sanctions depend on circumstances and are applied accordingly as to which school rules have been broken. They depend on the severity and frequency of the incidents and we understand that it is not always appropriate to use a staged approach. For example, in cases of serious bullying and social intimidation, violence, assault, drug use, the carrying of an implement which could be used as an offensive weapon or threatening behaviour it may be that the staged approach is not the most appropriate means to create a safe and secure environment for all.

6.2 Safeguarding:

The school 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.

6.3 Rewards:

We believe in the importance of rewarding and recognising positive behavior choices. Our main "currency" for this is House Points and there are now 4 categories for rewards on Class Charts:

Effort:

Often, this is the most used reward. It allows the recognition of effort in all of its different forms in the classroom, learning at home, and overcoming barriers: whatever they may be.

Progress:

Progress can be not only the movement in working at grades, but skills focused also, potentially mastering something.

Attainment:

This can be the attaining of a grade or mark in assessment, reaching a goal, even scoring a perfect score in attitude to learning.

Please can we look to ONLY award for one of these to a student, rather than 2 or all of them. A short comment will be given where possible to allow the form tutor to share success each day and each week.

Community:

This can be for in school and out of school. Simple things like holding the door open, saying thank you for the lesson, helping others, selflessness, charity work, going above and beyond.

Students efforts and attainment will be recognised in the following ways (not an exclusive list):

- House points
- Phone calls/postcards home
- Termly HOY Rewards assemblies/certificates
- Queue jump lunch cards

- Non uniform days
- Enrichment opportunities e.g. reward trips
- Voucher draws
- Pizza parties
- Annual Awards Ceremony

We will engage with student voice to evaluate the rewards/recognition that students want and adapt our rewards policy accordingly.

6.4 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 consider whether to 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.

6.5 Off-site misbehaviour:

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school.

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

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

6.6 Online misbehaviour:

Pupils are expected to follow the e-safety rules they have read and agreed to as part of the Responsible Use of the School ICT Network and Access to the Internet Home/School Agreement. Pupils use of the School ICT Network is monitored at all times. The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school.

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

6.7 Suspected criminal behaviour

If a pupil 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 designated safeguarding lead (DSL) or relevant member of the senior leadership team will make the report and involve the school's PCSO. 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 DSL will make a tandem report to children's social care, if appropriate.

6.8 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. Pupils 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 pupil'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.

6.9 Child on Child abuse:

Kineton School recognises that pupils may become victims of abuse from other pupils. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser. Appropriate actions or sanctions will be decided on a case by case basis in line with the aims of our Behaviour Policy and our Safeguarding and Child Protection Policy.

7. 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 via our 'Positive Handling' system 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.

7.1 Student support following sanctions:

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. This could include measures like:

- Reintegration meetings
- Educating pupils on the impact of their behaviour on others and themselves
- Daily contact with the tutor, Head of Year or other pastoral staff
- A report card with personalised behaviour goals
- A positive report card to celebrate success which may include a personalised rewards scheme
- Regular phone-calls home to update parents on behaviour
- Working with members of the pastoral team to devise individual behaviour plans
- Referrals for anger management, art therapy or other services

Should a looked after child be at risk of suspension the virtual school will be contacted immediately for advice and any prevention added to their PEP.

8.Responding to misbehaviour from pupils with SEND:

Recognising the impact of SEND on behaviour The school 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 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 to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. To anticipate and remove triggers of misbehaviour, we will consider advice from professionals within and outside the school and may consider the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with diagnosed sensory or other medical issues
- Training for staff in understanding conditions such as autism, ADHD, dyslexia, trauma and attachment and any

other conditions that may affect learning and behaviour

- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

8.1. Adapting sanctions for pupils with SEND:

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?

If the answer to either 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.

8.2. Considering whether a pupil displaying challenging behaviour may have unidentified SEND:

The school's special educational needs co-ordinator (SENDCO) 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 and carers to create the plan, share it with all relevant staff, provide training where necessary and review it on a regular basis.

8.3 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.

9. Search & Confiscation procedures:

- Searching, screening and confiscation is conducted in line with the DfE's latest guidance [Searching, screening and confiscation: advice for schools \(2022\)](#)

9.1 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.

9.2 Searching a pupil:

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 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 headteacher, 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. 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 coat, blazer, tie and shoes”
- 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 and contact the DSL, a member of the pastoral staff, the headteacher and parents 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 from 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. An authorised member of staff may search a pupil’s outer clothing, pockets, or possessions.

Outer clothing includes:

- Any item of clothing that is 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

9.3 Searching pupils’ possessions:

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

9.4 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 (CPOMS).

9.5 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.

9.6 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.

9.7 Dealing with Electronic Devices (statutory guidance):

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

10. Training:

Student induction-

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.

Staff-

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development and is calendared throughout the academic year to provide ongoing support for all staff so they can model, teach and promote positive behaviour and deal with unacceptable behaviour in line with their role within the School. Our Pastoral Team regularly access training by the local authority and other professionals and Educational Psychologists which is cascaded during whole-school training days. Heads of Department monitor the training needs of teachers in their area and include

behaviour training in department meetings alongside the Heads of Year in their tutor meetings.

11. Suspensions and Permanent Exclusions

Internal suspension – Use of Refocus room

Students who are ‘internally’ excluded from lessons will be asked to hand in any electronic devices, where it will be locked away until the end of the day. They will work away from peers under the supervision of an adult. They will not circulate with other students during break or lunch. Parents will be notified on the day prior to the ‘exclusion’ and their day will end at 2:45.

Suspensions and exclusions

The school follows the guidance from the DfE and expert advice will be sought from outside agencies as the need arises. Suspensions will be used for serious breaches of this policy. The decision to suspend a student is only taken by the Headteacher who may delegate this to a Deputy Headteacher.

Parents/ carers will be contacted on the day of the decision to exclude, usually by phone or if this is not possible, by email. This is followed up with a formal letter.

After a suspension, students and their parents will be expected to attend a readmission meeting the day the student is due back in school. This should be face to face with the child in attendance. The aim of this meeting is to discuss the reasons for the suspension and to look at strategies, actions and supportive measures which can be put in place to avoid future suspensions. An individual behaviour plan will be agreed to support the student. For students who have been suspended on three or more occasions during their time at school, a governor may attend the reintegration meeting. If there is no improvement in behaviour, a formal governors’ disciplinary panel may be convened.

Kineton High School follows the DfE guidance on Suspensions and Permanent Exclusions September 2023 which states that a pupil may be Permanently Excluded in response to a serious breach, or persistent breaches of the school behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff and pupils in the school.

Please see the [DFE guidance on suspensions and exclusions](#) for details regarding notification and process.

12. Monitoring and Reporting:

To meet the **Public Sector Equality Duty (PSED)** under the Equality Act 2010, schools are expected to monitor the impact of their behaviour policy on pupils with different protected characteristics to ensure fairness, eliminate discrimination, and promote equality. Here's how they typically do it:

1. Collecting and analysing behaviour data

- Track incidents of behaviour, sanctions, exclusions, and rewards
- Break down data by *protected characteristics* (e.g. race, disability, gender, sexual orientation)

- Identify patterns or disparities in how different groups are affected

2. Reviewing trends regularly

- Conduct termly or annual reviews of behaviour data
- Use findings to assess whether the policy is applied equitably
- Highlight any disproportionate impact on specific groups

3. Engaging stakeholders

- Involve governors, staff, and sometimes pupils or parents in reviewing the data
- Ensure leadership is aware of and responsive to any inequalities

4. Taking action to address disparities

- Adjust behaviour strategies or interventions where needed
- Provide staff training on unconscious bias and inclusive behaviour management
- Implement targeted support for groups disproportionately affected

5. Publishing equality information

- Share anonymised data and equality objectives on the school website
- Demonstrate compliance with the PSED and commitment to transparency

Monitoring this policy:

This behaviour policy will be reviewed by the headteacher and Curriculum and Welfare Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher.

13. Links to other policies:

- | | |
|--------------------------------|-----------------------------------|
| • Drugs policy | • Anti-bullying |
| • Use of physical intervention | • Mobile phone |
| • Equality Statement | • Refocus policies and procedures |
| • SEND policy | • Child Protection policy |
| • Searches | • Teaching and Learning policy |
| • Safeguarding | |

Appendix 1: Graduated Response (to consider reasonable adjustments for SEND)

Level 0 Behaviour examples (not exhaustive):

- Swinging on a chair
- Tapping a pen
- Off task during a lesson (first time)
- Failure to be ready to learn (e.g. no pen)

These are individual inappropriate behaviours that generally do not affect the learning of others.

Level 1 Behaviour examples:

Persistent level 0 behaviour and/or

- Off task behaviour
- Inappropriate language during a lesson
- Disrupting the learning of other students.
- Truancy/Lateness
- Defiance

These are inappropriate behaviours that generally do affect the learning of others

Level 2 Behaviour examples:

Continuation of level 1 behaviour after sanction and/or:

- Rudeness to adults
- Continued Defiance
- Concerns raised across a number of subjects (HOY)
- Physical altercation
- HSB Language towards staff and / or students
- Racial / Abusive Language towards staff and students
- Bullying

Level 3 Behaviour examples:

Continuation of level 2 behaviour after sanction and/or:

- Persistent defiance
- Escalation of level 3 behaviour
- Physical assault or other behaviours that pose a threat to students.
- Threatening behaviour
- Persistent bullying
- HSV
- Persistent racial / abusive / discriminatory behaviour
- language towards staff and or students

Level 4 Behaviour examples:

- One very serious incident
- Serious physical assault
- Possession of drugs/weapon
- Persistent breaking of the school's behaviour policy

Level 0 Potential Strategies/Sanctions:

- Non-verbal cues
- Quiet conversation – reminder of expectations/unearth the cause
- Positive reinforcement for peers
- Time out

Staff may choose to log these as information.

Level 1 Potential Strategies/Sanctions:

- Parental contact (teacher)
- Department parking
- After school detention
- Social time detention
- **Restorative conversation with the student.**
- Official warning (further action on the third)

These behaviours should be logged on Class Charts

Level 2 Potential Strategies/Sanctions:

- On Call used
- Department Parking – short term lesson removal
- Subject/HOY report
- Support from Engagement Tutor
- Refocus Room
- Parental meeting/contact
- After school detention
- Loss of social time
- External mentoring
- Senior Detention (for HSB language)
- **Restorative conversation with the student**

Level 3 Potential Strategies/Sanctions:

- Suspension – reintegration meeting.
- Individual Behaviour Plan
- Early Support
- Pastoral Support Plan
- Off Site Direction: Up to 10 weeks
- Refocus Room
- Short term OSD to another school's isolation room
- On Call used
- SLT report
- Senior Detention
- Alternative Provision/ ARK
- **Restorative conversation with the student.**

Level 4 Potential Strategies/Sanctions:

- Permanent Exclusion/loss of school place
- Police/other agency Involvement

Appendix 2. Detention Process: Overview

A core purpose of the detention should be to facilitate a restorative conversation using the restorative scripts as guidance and to ensure that a clear reintegration into lessons is achieved.

Detentions will set through Class Charts – a reminder text will be sent centrally. This will refer the parent/carer to the previous communication from the member of staff about the detention.

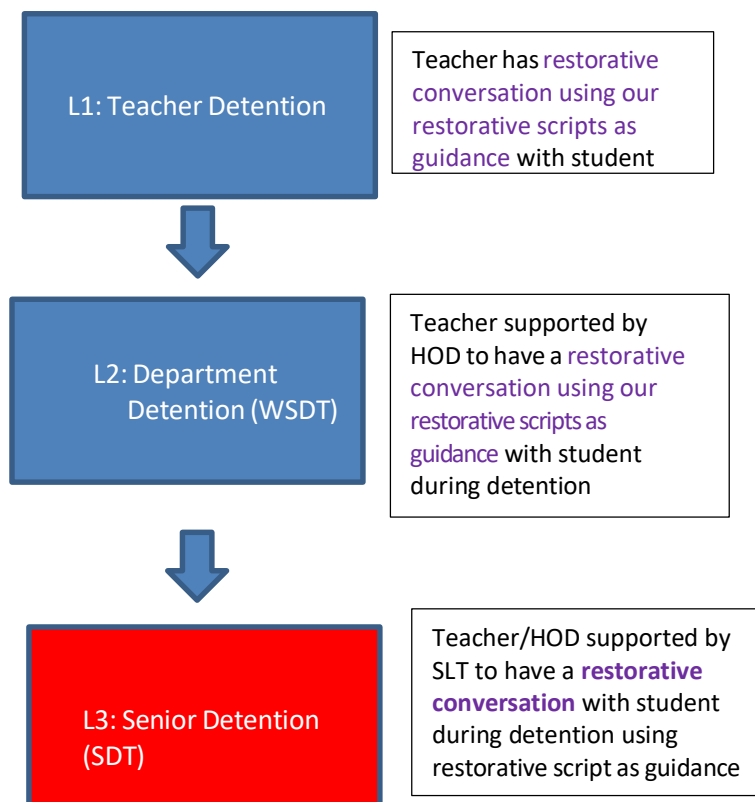
When imposing a detention, the school will consider whether doing so would:

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

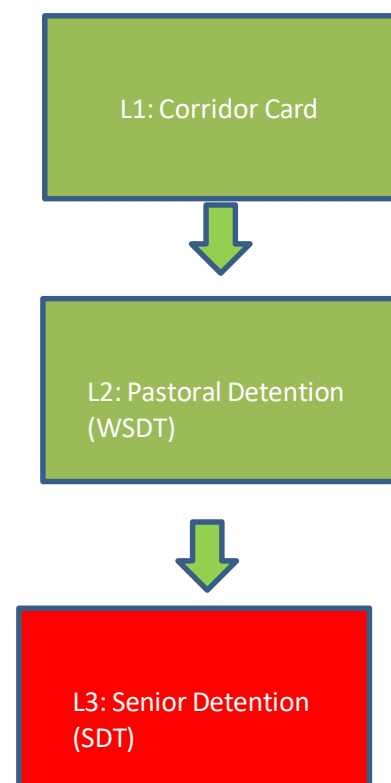
It is parents' responsibility to arrange transport and 'inconvenience' cannot be used as a reason to ask for a change to the time or date of a detention.

Behaviour level	Detention type	Staff responsible	Detention length	Parents/carers informed by the person setting the detention
1	Corridor/Conduct Card	HOY	10 minutes	No
1a	Teacher: social time	Teacher	Max 20 mins	Yes
1b	Teacher: after school	Teacher	Max 1 hour	Yes
2	Department (WSDT)	HOD	1 hour	Yes
2	Pastoral (WSDT)	HOY	1 hour	Yes
3	Senior (SDT)	SLT	2 hours	Yes

Curriculum Route:



Pastoral Route:



Appendix 3. Target Cards/Report Cards

Target Cards (or report cards) are primarily used to support the pupil in making specific and manageable improvements to help their progress, behaviour and/or learning at school. They should ideally be made in agreement with the student and the target card should last for a set period of time before it is reviewed. Staff should complete the target card for the student each lesson and discuss the reasons for any grades given. The member of staff with oversight of the target card should review the card with the student during the day (ideally at the start/end of the day and break/lunch time) and discuss any positives/concerns. Sanctions and rewards can then be issued as appropriate.

Target cards come in a variety of forms:

- Form Tutor – these can be put in place by the form tutor and usually last for 1-2 weeks.
- Subject teacher – these apply only to lessons in this subject and will usually last for a series of lessons (e.g. 5)
- Head of Department – this is an escalation of the subject teacher target card and will see the pupil report to the Head of Department for a series of lessons.
- Head of Year – this is an escalation of the form tutor report
- SLT – this is an escalation of the Head of Year/Head of Department report and will usually last for 1 week in the first instance.

Target cards come in two varieties: daily and weekly. The member of staff setting the targets can decide which style of report best suits the pupil in question. All reports should be passed to student services to be put on the pupil's file when complete.

Parents/carers informed when a pupil is being placed on report since it is important that they are aware and able to check the targets and discuss this with the pupil. Often the placing of a pupil on report may come from a discussion with the parent/carer in question e.g. at a reintegration meeting.

When a pupil is placed on report this should be recorded on Class Charts.

Appendix 4. Restorative Practices Approach

The purpose of incorporating restorative justice into our Behaviour Policy is to:

- Promote a culture of mutual respect, responsibility, and accountability.
- Encourage individuals involved in conflicts or inappropriate behaviour to actively participate in the resolution process.
- Focus on healing the harm caused to individuals and the community, rather than solely on punishment.
- Provide opportunities for reflection, reconciliation, and reintegration into the community.

Restorative justice at Kineton is guided by the following principles:

1. **Accountability:** Individuals responsible for causing harm are encouraged to acknowledge their actions, understand the impact, and take responsibility for making amends.
2. **Dialogue:** Open, respectful communication is encouraged between all parties involved, allowing for the expression of emotions, concerns, and perspectives.
3. **Repairing Harm:** The primary focus is on addressing the harm caused to individuals and the community, and identifying ways to repair it meaningfully.
4. **Inclusion:** All affected parties, including those who caused harm, those harmed, and any relevant community members, are given a voice in the resolution process.
5. **Reintegration:** Support is provided to both the person who caused the harm and the person harmed, with the goal of restoring relationships and reintegrating individuals back into the community.

Restorative Justice Process When a conflict or behavioural issue arises, the restorative justice process may include the following steps:

1. **Restorative Conversations:** Facilitated discussions between individuals involved in a conflict, aimed at fostering understanding and finding a resolution.
2. **Restorative Circles:** Group meetings that bring together all affected parties to discuss the incident, the impact, and potential solutions.
3. **Mediation:** A neutral facilitator helps both parties communicate effectively and work toward an agreement to resolve the conflict.
4. **Restorative Agreements:** An action plan agreed upon by all parties that outlines steps to make amends, prevent future harm, and promote healing.
5. **Follow-up and Support:** Ongoing support and monitoring of the agreement to ensure it is followed, and providing additional guidance where needed.

Restorative justice will be considered in situations involving:

- Conflicts between students or community members.
- Inappropriate or harmful behaviour that affects the wellbeing of others.
- Violations of the school's code of conduct.
- Incidents where the affected parties wish to participate in a restorative process. While restorative justice is an important tool in our Behaviour Policy, it may not be appropriate in all cases. In instances where there is ongoing risk of harm or if the affected parties are unwilling to participate, alternative disciplinary measures may be applied.

By embracing restorative justice, we aim to cultivate a positive and supportive environment that prioritises personal growth, community cohesion, and respectful relationships. Restorative justice aligns with our core values of kindness and respect and serves as a foundational element of our approach to behaviour management.

In the Classroom

Steps		Actions
1	Reset/Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three values-Ambitious, Respect and Kindness. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reset reminder.
2	Last Chance(before Parking)	A verbal caution delivered privately. If possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase. 'Think carefully about your next step'. Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour from this pupil.
3	Parking -30-Second Script when parked	If the pupil still does not engage, use the 30 –second script. Attach 'Stay behind two minutes after class' to this step. This two minutes cannot be removed or reduced.
4	Time/Out	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time outside the classroom.
5	Restorative Conversation(when it gets to DT time)	5 minutes after class for restorative conversation/10 minutes in reflection time) This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete

Restorative Scripts

30 Second Script

'I noticed you are....'(wandering around the classroom)
'You are not showing our school Value....'(respect)
'You have chosen to....'(stay behind at breaktime to catch up with your work)
'Do you remember when you....'(finished all your writing)

That is who I need to see today.
Thank you (for listening)

Restorative Questions

- 1-What happened?
- 2-What were you feeling/thinking at the time?
- 3-How did this make other people feel?
- 4-Who has been affected and how?
- 5-What should we do to put things right?
- 6-If this happened again, how could you do things differently?