

# Behaviour for Learning Policy

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## Introduction

It is our aim to establish the highest possible standards of behaviour at Kettlethorpe High School. We want the school to be a warm, caring, friendly, kind and happy school where learners can flourish, and we can provide all our pupils with life-enhancing opportunities.

Pupils' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Each pupil and every member of staff should be able to feel relaxed, and happy, confident that their working environment is one where people are kind, polite and respectful at all times.

This Behaviour for Learning Policy focuses on building positive relationships, recognising and rewarding good behaviour and improving attitudes amongst our pupils leading to a reduced number of negative behaviours.

This Behaviour for Learning policy has been written by the staff, pupils, governors, and parents/carers of Kettlethorpe High School. It acknowledges the school's legal duties under the Keeping Children Safe in Education 2023, Equality Act 2010, Education Act 2006 and 2011 and DfE (Department for Education) Guidance for Schools on Behaviour September 2022.

The policy should be referred to alongside the following school or LA (Local Authority) policies: Anti Bullying, E-safety, Suspensions, Reasonable Restraint, Substance Misuse, Safeguarding, Equality and SEN (Special Educational Needs), Mobile Phone and Mobile Device Policy, Sexual and harmful behaviours.

## Aims of the policy

This policy encourages a whole school approach to behaviour in order to create the most effective conditions for teaching and learning, promoting appropriate (rather than inappropriate) behaviour and protecting the learning environment. Its aims are:

To manage pupil behaviour as effectively as possible in order to:

- develop pupils' ability to exercise self-control
- encourage pupils to take responsibility for and be accountable for their own actions
- raise their awareness that actions and choices have consequences
- provide them with opportunities to take pride and demonstrate positive abilities, attitudes and kindness
- ensure pupils thrive.

To promote firm action against all forms of bullying in order to ensure the happiness, safety and general well-being of all members of the school community.

To ensure that the school and home, work together to encourage appropriate behaviour.

To keep to a minimum the occasions when it is necessary to suspend pupils from school.

To ensure that the school maintains its good reputation in the local community and beyond.

To raise the self-esteem and self-worth of all pupils.

## The Kindness Charter & The 4 Rs

Our school uses the framework of the 4Rs to promote positive character traits which improve educational attainment, engagement with school and attendance. This framework also serves as a clear reminder for pupils that behaviour should encompass these four traits at all times by being respectful, responsible, resilient and reflective. The following expectations are displayed on posters throughout the school.

<p><b>We are respectful. We...</b></p> <ul style="list-style-type: none"> <li>• follow staff instructions first time, every time</li> <li>• use respectful language towards others</li> <li>• look after school property and the environment</li> <li>• respect everyone, regardless of their gender, race, religion, sexuality, physical appearance or ability</li> <li>• include everyone, even if their beliefs and ideas are different to our own</li> <li>• respect personal space, privacy and boundaries</li> </ul>	<p><b>We are responsible. We...</b></p> <ul style="list-style-type: none"> <li>• take full responsibility for our own actions</li> <li>• are ready to learn and prepared with equipment</li> <li>• follow the school uniform policy</li> <li>• are kind, supportive and compassionate</li> <li>• do not use derogatory language, harass or name call, or do things that hurt others</li> <li>• challenge those who discriminate, show disrespect and make fun of others</li> </ul>
<p><b>We are resilient. We...</b></p> <ul style="list-style-type: none"> <li>• never give up trying and take risks</li> <li>• are able to recover quickly from a setback</li> <li>• develop a positive attitude to learning</li> <li>• use staff feedback in order to improve</li> <li>• always strive to use kind words and actions and be the best version of ourselves</li> </ul>	<p><b>We are reflective. We...</b></p> <ul style="list-style-type: none"> <li>• are able to describe our progress</li> <li>• learn from feedback, experiences, feelings and responses and can analyse them</li> <li>• think about next steps and set targets in our learning</li> <li>• think about when we have used unkind words and actions and seek to improve where this has happened</li> </ul>

Linked to our 4Rs framework, all staff and pupils at the school have been involved in the creation of our Kindness Charter. This charter sets out our beliefs about kindness and about how we should all behave. Members of staff at Kettlethorpe High School will never ignore or dismiss concerns or reports of unkind behaviour. Our agreed beliefs are listed below:

### **We are kind. We are Kettlethorpe.**

1. We are kind, supportive and compassionate. We treat everyone in our school community as we would like to be treated in return.
2. We respect everyone, regardless of their gender, race, religion, sexuality, physical appearance or ability. We value everyone, even if their beliefs and ideas are different to our own.
3. We do not use derogatory language, harass or name call, or do things that hurt others – in person or online. We are kind in our words and in our actions.
4. We challenge those who use unkind words and actions that discriminate, show disrespect or make fun of others. We are not bystanders. We support each other.
5. We respect personal space, privacy and boundaries. We listen, when people ask us to do this, and stop and change our words and actions.

Reference to the Kindness Charter and 4Rs can be found in pupil planners, and content on

them is regularly covered in assemblies, lessons and in conversations with pupils, and as part of Restorative Practice conversations.

We expect all pupils in our community to strive to be resilient, reflective, respectful and responsible.

## Home School Agreement

Our Home School Agreement sets out the responsibilities of the school, pupils and parents/carers. By choosing to work at this school, send a child to this school or attend this school, we all commit to these expectations.

As a school we will...	As a parent/carer I will...	As a pupil I will...
<ul style="list-style-type: none"> <li>provide a learning environment that is stimulating, safe and caring.</li> <li>model and develop kindness, responsibility, resilience, reflectiveness, and respect; we will teach and promote the Kindness Charter.</li> <li>promote and expect high standards of behaviour and attitude to learning.</li> <li>record and reward good progress and performance; celebrate success of all kinds, not just academic.</li> <li>consistently apply our policies so that parents/carers and children understand the importance of choices and consequences, both positive and negative.</li> <li>ensure that your child has the opportunities, support, and guidance to achieve their full potential.</li> <li>ensure staff have regular and the most up-to-date training to best support your child.</li> <li>report regularly on your child's attendance, behaviour, and academic progress.</li> <li>keep you, parents/carers, informed about school and what you can do to support your child in the above areas.</li> <li>offer extra-curricular activities, trips and enrichment opportunities that will develop broader skills to prepare for life and the world of work.</li> <li>reflect and review in good faith if we make a mistake.</li> </ul>	<ul style="list-style-type: none"> <li>promote kindness, responsibility, resilience, reflectiveness, and respect; I will understand the Kindness Charter.</li> <li>always make sure my/our child attends school, unless for approved circumstances.</li> <li>make sure my/our child attends school on time, in correct uniform and with the correct equipment.</li> <li>make sure I check my/our child's attendance, behaviour, homework, and sign the planner each week.</li> <li>attend consultation evenings and discussions about my/our child's progress.</li> <li>download and create accounts to Edulink and Class Charts, which are key communication tools for behaviour and communication; I will check these regularly.</li> <li>ensure I understand the behaviour policy and support school with teaching my/our child the importance of high standards.</li> <li>work with school when I am asked to support with my/our child's behaviour or learning.</li> <li>ensure I understand the Kettlethorpe High School's values and expectations surrounding the 4 Rs and the Kindness Charter, and work with my/our child at home on these.</li> <li>encourage my/our child to participate in the extra-curricular opportunities offered by the school.</li> <li>support all other of Kettlethorpe High School's policies and guidelines as outlined in the Parent/Carer Guide and website.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate kindness, responsibility, resilience, reflectiveness, and respect; I will follow the Kindness Charter.</li> <li>attend school in correct uniform, be on time and with the correct equipment.</li> <li>work hard in class and at home, so that I can achieve my full potential.</li> <li>understand that I belong in this community; I will know that my positive actions make the school a better place.</li> <li>understand that I will be rewarded for getting it right.</li> <li>follow all instructions first time, every time; I will understand that sanctions are in place for a reason to help me improve my behaviour and accept them if given.</li> <li>use my planner to organise my homework and record my achievements.</li> <li>complete homework on time; ask for help if struggling.</li> <li>represent the school positively outside in the community.</li> <li>care for our environment – in and out of school – by putting rubbish in bins and looking after resources.</li> <li>attempt and regularly take part in extra-curricular activities, trips and enrichment offered by the school.</li> </ul>

## In Classroom Rules and Basic Expectations

The following rules are non-negotiable and should be achievable and followed by all pupils.

Our expectations are based around the 4Rs – **We are respectful. We are resilient. We are reflective. We are responsible.**

### In class, pupils will:

- Arrive on time for lesson
- Take out planners and equipment for the lesson
- Follow instructions from staff, **first time, every time**
- Wear uniform correctly, with pride and in line with school rules
- Complete work to the best of their ability, so that they can achieve their full potential, without disturbing or distracting others
- Listen carefully when staff are talking, showing respect
- Use all equipment appropriately and safely (including all ICT equipment)
- Treat everyone with kindness, respect and courtesy
- Not eat, chew or drink in class (except water)
- Pack away quietly when asked and wait for permission to leave
- Exit lessons quietly and calmly.

These rules are self-explanatory and any pupil failing to adhere to these rules will be subject to the sanctions within this policy.

## Out of Classroom Rules and Basic Expectations

The following rules apply to pupils anytime when they are not in lesson (e.g. on the corridor, in social areas, coming to and from school).

### Around the school, pupils will:

- Follow instructions from staff, **first time, every time**
- Behave respectfully and politely to all adults, pupils and their property
- Always have their planner to hand should it be requested
- Walk around the school sensibly, safely and quietly following the one way system
- Wear uniform correctly, with pride and in line with school rules
- Only eat in designated food areas at the correct times and place litter in the bins
- Look after the school environment including putting litter in bins
- Not chew gum, eat sweets, or drink carbonated or energy drinks at any time
- Not use their mobile phone or speakers, ear buds/pods (these will be confiscated)
- Not bring illegal substances onto the school site (including cigarettes and electronic cigarettes)

Again, these rules are self-explanatory and should result in pupils moving around the building in a civilised, safe and sensible manner. In particular, we need to promote an ethos where pupils are not using bad language and are not treating the school environment and the community with disrespect. Any pupil failing to follow these rules will be subject to school sanctions.

**Pupils leaving classrooms:** Pupils should not be out of lessons unless they have a medical pass, or a member of staff has signed their planner to give them permission to leave (they must carry their planner with them).

**Use of toilets:** Pupils should use the toilets before school and at break times. It is not normal procedure to use the toilets in lesson time. Pupils must not be released within the first 15 minutes of a lesson starting. Staff must record any requests on Class Charts and in the pupil's planner. Pupils will need to have a signed planner with them when out of lesson.

**Break and lunchtimes:** Pupils are expected to stay on site. They must remain outside the school building unless they attend a club with staff permission. **The upstairs of the building is out of bounds.** They can use their allocated eating area to purchase food and must socialise in designated areas only. Drinks and food purchased in the school should be consumed in the main dining room or designated spaces or outside and pupils should only use their own account to purchase food.

## Uniform

Uniform plays a valuable part in contributing to the ethos of school and setting the appropriate tone. Pupils should wear the full Kettlethorpe High School uniform. We recommend you wash the uniform regularly.

**Inappropriate uniform, jewellery, make-up and tattoos:** A watch can be worn by all pupils. A single pair of plain stud earrings can be worn by girls in the lower ear lobe only. One small ring or simple necklace may be worn. All other items of jewellery will be confiscated. Pupils may be withdrawn from lessons if they break the school dress code in any of these ways. False nails of any type are not allowed in school. Any tattoos must always be covered. No facial/body piercings are allowed. The school reserves the right, in line with DfE statutory guidance, to send a pupil home to rectify uniform issues. Our uniform guidance can be found <https://kettlethorpehigh.co.uk/uniform/>

## Praise and Rewards

Rewarding pupils is extremely important to us. All members of the school community encourage positive behaviour and look to reward pupils daily. Positive behaviour and kindness allow all pupils to strive in a safe and supportive learning environment. We aim to recognise those pupils consistently getting it right.

### Positive praise points

Class Charts software is used to reward pupils through the issuing of positive praise points. Pupils will receive an **ethos** point for every lesson they attend on the condition that they meet the expectations outlined by the behaviour for learning policy. This means if the pupil is late, lacks the necessary equipment to learn, receives a verbal warning negative behaviour point or is unkind at any point in the lesson, they forfeit their **ethos** point for that lesson.

Further positive points can be awarded for the following, please note that this list is not exhaustive:

- Outstanding contributions or attitude to learning in lessons
- Outstanding and improved attendance
- Improvement in attitude to learning
- Improvement in behaviour for learning
- Charity work



- Contributing to the school community e.g. extra-curricular, open evenings and consultation evenings
- Demonstrating resilience, respectfulness, responsibility or reflectiveness
- Being kind and courteous to all members of the school community

### **Weekly rewards**

Pupils receiving the highest number of positive points that week will be recognised through praise phone calls, the tutor daily newsflash and assemblies.

### **Termly rewards**

The 10 pupils per year group receiving the highest number of positive points that term will be invited to a rewards afternoon event.

### **End of year celebrations**

All pupils meeting the minimum criteria will be invited to an end of year celebration event.

### **Graduated reward thresholds**

Positive points accumulated throughout the academic year and will result in pupils meeting the following thresholds:

- **Bronze** – pupils will receive a certificate in tutor time and 1 reward token.
- **Silver** – pupils will receive a certificate in assembly, a postcard home and 1 reward token.
- **Gold** – pupils will receive a certificate presented by a senior member of staff, phone call home, voucher and a pin badge to display on their tie.
- **Headteacher's award** – pupils will receive recognition for their contribution to the school community, this could be a celebration for a range of activities including extra curricular, charity work, academic performance.

### **Reward tokens**

Reward tokens can also be given to pupils who are nominated for recognition by members of staff. Reward tokens can be exchanged for a range of rewards including, but not limited to, one-time queue jumps, reusable water bottles, stationery, and also the school book vending machine.

### **Sports Award Evening**

This is held every 2 years in the Summer Term for Year 8 and Year 10 pupils to celebrate achievement over 2 years in school recognizing sporting involvement both for the school and out of school at representative level up to and including international honours.

### **Year Managers**

Year Managers are responsible for the leadership of specific year groups. They communicate with parents and carers and support a team of Form Tutors and support pupils in school.

### **Key Stage Achievement Leaders**

Are responsible for the leadership and management year groups within a Key Stage. They lead and support the Year Managers and Form Tutors.

### **Diamonds**

A discrete group of pupils with a range of needs are taught in small groups and reintegrated into mainstream lessons at appropriate times. This support is linked primarily to emotional health and wellbeing. Sessions to support pupils may also be part of their timetable.

### **SEND (Special Educational Needs and Disability) Learning Support Assistants**

A key worker will be named for all children who are currently statemented on EHCPs (Educational Health Care Plan) or My Support Plans. You will receive a letter naming this member of staff and their contact details where relevant.

### **Inclusion Hub**

This is a central area where identified children will be able to work with planned support for certain subjects. This will enhance the learning outcomes for some vulnerable learners. You will be notified if this involves your child.

### **Supporting Me to Learn Plans**

Supporting Me to Learn Plans will be used as an intervention strategy which will identify concerns and set targets to support the pupil. This will involve all key stakeholders including parents/carers, Year Managers and the pupil. It may also be appropriate to invite external agencies at certain times.

### **Time Out Passes**

On occasions, a very small number of pupils may need additional support to manage a SEND, SEMH or medical need. Time out passes will only be given following consultation with parents, the SENCO, Key Stage or Senior Leader. A medical time out pass will only be issued if a consultant or doctor's letter is provided. These passes are issued sparingly and reviewed regularly.

### **Trauma-Informed Practice**

Adverse Childhood Experiences (ACE) can have a long-lasting impact on a child's mental health and behaviour. At Kettlethorpe High School, we are adversity and trauma informed and will always support pupils and make sense of the experiences they have had. We will always look to make a reasonable adjustment with pupils whilst ensuring high standards of behaviour and consistency are maintained.

## **Pupil Planners**

The pupil planner is a key method of home school communication as well as helping to support children being organised. Parents must sign planners each week to confirm they have seen the content. Pupils must have their planners with them in school every day. Lost, defaced or damaged planners will need to be immediately replaced at a cost of £5.00 from the pupil reception area.

## Behaviour and Sanctions

### Behaviour Points

To effectively keep track of pupil behaviour, all incidents of unacceptable behaviour have an appropriate negative behaviour point. This is also recorded by staff of Class Charts. The greater the number of negative behaviour points, the greater the concern. If a pupil receives 8 negative behaviour points (this includes sanctions for uniform, equipment and behaviour), this will automatically result in a detention. Form tutors will monitor this trigger and remind pupils of behaviour expectations. If a pupil fails to attend this detention, this will trigger an escalation in detentions. As the total number of negative behaviour points for a pupil increases, the requirement for alternative strategies of support and/or sanctions needed will also increase. This will range from detentions, report cards, isolation, parental meetings and behaviour contracts.

At the end of every school year, negative behaviour points are reset to zero. However, a historic viewpoint is taken into consideration when making future decisions regarding serious sanctions. Pupil circumstances and actions will be considered individually and support and/or sanctions will be tailored to the individual pupil where appropriate. Key Stage Leaders and Year Managers will monitor trends in negative behaviour both in and out of the classroom and will adopt strategies to support individual pupils as necessary.

## Punctuality

Punctuality is also a characteristic we expect from all pupils.

### Lateness during registration

Form tutors will enter an 'L' code if the pupil is late to form (arrives after 8.40am). If the pupil arrives after the gate has closed, pupils must sign in with the attendance team. All pupils are expected to arrive on time and be ready and punctual to lessons. This is a minimum expectation. They should arrive for 8.30am and be in registration by 8.40am, ready to start learning. The school bell will sound at 8:35am to indicate pupil movement, another bell will sound at 8.40am.

If a pupil arrives after registration is closed (9.00am) they will be marked late and a 30 minute detention will be given. If a pupil arrives after 9.20am they will be recorded as unauthorised. If a pupil arrives late and fails to sign in a 60 minute detention will be given (issued by Year Manager or Key Stage Leader). It is vital that pupils sign in at the office as this may cause a safeguarding issue.

### Lateness to lessons

Class teachers will enter a late concern on Class Charts if a pupil is late to lesson without reasonable explanation. Class teachers must indicate why the pupil was late and the number of minutes late on SIMS or Edulink.

## Behaviour within the classroom

At Kettlethorpe High School, we have a clear systematic approach for pupils who do not meet classroom expectations, prevent effective teaching, and disrupt the learning of others.

All staff use the same routine at the start of their lesson:

- Pupils will be lesson ready on arrival and immediately begin work.
- Pupils will have their planners and equipment out on their desks.
- Pupils will have empty mouths, bags on the floor and be looking at and listening to the teacher.
- Staff will use the BFL system in a calm and timely manner always offering pupils the opportunity to make the right choice about their behaviour for learning.
- Pupils are reminded that they can make the choice to stop their poor behaviour at any stage.
- Sanctions C1-3 will be used for pupils who are not meeting classroom expectations (see below).

### **Our graduated response for use in classrooms (C1-C3)**

#### **Verbal warning**

The purpose of a verbal warning is to let the pupil know that this behaviour is not acceptable. This is not recorded and will always be directed at the individual pupil and not the whole class. Staff will indicate clearly that what the pupil is doing is unacceptable. The teacher will put the pupil's name on the board and take the pupil's planner and place on the teacher's desk (where possible).

#### **C1 (Concern): First warning: Class Charts**

If a pupil continues to behave unacceptably, after their planner has been taken the teacher will issue a C1. This is recorded on Class Charts. A brief discussion will explain why the sanction has been given.

No further action will be taken provided that the pupil returns to behaviour that is within the rules.

#### **C2 (Concern): Second Warning: Class Charts**

If a pupil continues to behave unacceptably, after their planner has been taken the teacher will issue a C2. This is recorded on Class Charts. A brief discussion will explain why the sanction has been given. This is a second warning.

No further action needs to be taken provided that the pupil returns to behaviour that is within the rules. The pupil will be made aware that they are one step away from being issued a detention.

#### **C3 (Consequence): 30 minute detention**

If a pupil is persisting in behaving in an unacceptable manner, then a C3 detention is recorded on Class Charts and the pupil will receive a 30 minute after school detention. If a pupil fails to attend a 30 minute detention, there will be an escalation to a 60 minute detention. If a pupil fails to attend a 60 minute detention, there will be an escalation to a headteacher's detention which will take place on Friday after school (80 minutes – 4.30pm finish).

The class teacher **will** follow up a C3 detention with a form of intervention. This will include a phone call home or a parent/carer meeting before the next lesson. The class teacher may wish to speak to the pupil during the detention to re-establish expectations. All actions will be recorded on Class Charts, along with the outcome of the intervention.

Homework detentions – departments will produce their own internal timetable for homework detentions for those pupils who persistently fail to complete homework. This will be recorded on Class Charts and parents will also be contacted by the Class Teacher by phone call, email, text or the pupil planner.

If this intervention does not improve pupil behaviour or a negative pattern emerges, staff should then inform the Team Leader and then the Year Team for further support.

#### **C4 Removal from classroom**

If the pupil's behaviour still does not improve and the class teacher has progressed through the C1-C3 in class sanction system, the pupil may be removed to departmental room removal. The class teacher, despite positive behaviour management strategies being used, has considered the learning of others is being persistently disrupted. The pupil is removed from the lesson to work in the departmental removal room.

They will stay in this room until the end of the lesson and then return to their next normal timetable with a fresh start.

In circumstances where the pupil's behaviour in department room removal is deemed unacceptable, a request for assistance will be made via SIMS alert. The pupil will be collected by the Culture and Behaviour Team and taken to ARC for triage.

The class teacher would normally follow up a C4 removal from the classroom with a form of communication with the child's parents. This may be a phone call home to the parent and/or meeting the parent in school.

Pupils may receive an additional intervention as a result of room removal. This could include an internal isolation; restorative conversation with their teacher; planned removal or a fixed term suspension. This is dependent on the nature of incident.

#### **C5 Isolation (ARC)**

If a pupil is removed from learning on several occasions over a short period of time, they will automatically be issued with a **C5** Isolation(ARC) the next day. ARC stands for Action, Restorative Practice and Consequence and is a place where pupils are not only sanctioned but also have time and resources to reflect on their behaviour and reset.

## Escalation of Behaviours and Sanctions Guidance

The behaviours and sanctions listed here are not an exhaustive list. Any other behaviours which have an impact on learning or damage the reputation of the school will be sanctioned at a level deemed most appropriate.

Code	Types of Behaviour (list not necessarily exhaustive)	Sanction	Action By
<b>Step One</b>	<ul style="list-style-type: none"> <li>• Low level chatting / Silliness</li> <li>• Lack of concentration</li> <li>• Failure to complete class work</li> <li>• Lateness to lesson</li> <li>• Lack of equipment</li> </ul>	Verbal Warning	Class Teacher  Tutor
<b>C1</b>	<ul style="list-style-type: none"> <li>• No homework submitted</li> <li>• Reluctance to follow instructions after warnings</li> <li>• Persistent Low level chatting / disruption / completion of class work</li> <li>• Failure to bring equipment on more than one occasion</li> <li>• Failure to bring planner to school (tutor)</li> <li>• Incorrect uniform (tutor)</li> <li>• Rudeness to another pupil (not discriminatory)</li> </ul>	Class Charts entry  Parents informed via Class Charts app.	Class Teacher  Tutor
<b>C2</b>	<ul style="list-style-type: none"> <li>• Persistent from verbal warning or C1</li> <li>• Inappropriate language, rudeness to an adult (not discriminatory or insulting)</li> <li>• Defiance to a member of staff</li> <li>• Failure to attend subject detention</li> <li>• Poor behaviour outside class i.e. water throwing, littering</li> <li>• Lateness to school more than once per half term</li> <li>• Misuse use of technology</li> </ul>	Class Charts entry  Parents informed via Class Charts app.	Class Teacher  Tutor
<b>C3</b>	<ul style="list-style-type: none"> <li>• Persistent from Behaviour C2</li> <li>• Single incident of truancy</li> <li>• Rudeness or inappropriate language which is discriminatory or insulting</li> <li>• 8 negative behaviour points</li> <li>• Persistent failure to complete homework</li> </ul>	30 Minute Detention  30 Minute Departmental Homework Detention  Phone call home	Year Manager  Class Teacher  Subject Leader
<b>C3</b>	<ul style="list-style-type: none"> <li>• Persistent from Behaviour C3 (30 minute)</li> </ul>	60 Minute Detention  <b>Failure to attend 60 minute</b>	Key Stage Lead

	<ul style="list-style-type: none"> <li>• Smoking, inc. e cigarettes or vaping</li> <li>• Minor Vandalism to School property / Graffiti</li> <li>• Playfighting</li> <li>• One off incident between pupils deemed serious for referral to Senior Staff</li> <li>• Failure to attend detention in C3 (30 minute)</li> </ul>	<b>detention will lead to pupil having Friday SLT detention.</b>	
<b>C4</b>	<ul style="list-style-type: none"> <li>• Persistent from Behaviour C1-C3 (60 minute)</li> </ul>	Departmental Room Removal – Phone call home must be made	Year Manager  Key Stage Lead  Subject Leader
<b>C5</b>	<ul style="list-style-type: none"> <li>• Persistent from Behaviour C1-C4</li> <li>• Bullying of any kind</li> <li>• Aggressive defiance</li> <li>• Wilful vandalism to School Property</li> <li>• Premeditated or one-off assault on another pupil</li> <li>• Inappropriate language or rudeness which is deliberately racist, sexist, sexual, homophobic or discriminatory</li> <li>• Threatening behaviour towards a member of staff</li> <li>• Theft (depending on nature)</li> <li>• Bringing the School's name into disrepute (dependent on nature of incident)</li> </ul>	ARC – length dependent on incident	Key Stage Lead  Senior Leadership Team
<b>Fixed Term Suspension and Step Out's</b>	<ul style="list-style-type: none"> <li>• Possession / Intoxication of illegal substances</li> <li>• Serious and ongoing bullying</li> <li>• Assault on a pupil / member of staff</li> <li>• Extremely serious damage of property or building</li> <li>• Sexual or indecent assault</li> <li>• Serious threatening behaviour towards a member of staff</li> <li>• Disrupting the Internal seclusion room or not following instructions whilst internally excluded</li> <li>• Theft (depending on nature)</li> <li>• Bringing the School's name into disrepute (dependent on nature of incident)</li> </ul>	Fixed Term Suspension depending on the circumstances could lead to Permanent Exclusion or Managed Move (length dependent on incident, to a maximum of 45 days in one year)  Step Outs to other local schools or Alternative Provision could be offered as an alternative to a Fixed Term Suspension  15 days suspension in one term will trigger Governors meeting.	Senior Leadership Team



<p><b>Permanent Exclusion</b></p>	<ul style="list-style-type: none"> <li>• Persistent behaviours from Behaviour codes C1-C5 and suspensions</li> <li>• Being in possession of an offensive weapon</li> <li>• Dealing of Illegal substances</li> <li>• Theft (depending on nature)</li> <li>• Potentially any one off event deemed so serious that the inclusion of the pupil as part of the school is not compatible with good order and discipline</li> <li>• Making a malicious allegation against a member of staff which could have jeopardised their employment</li> <li>• Extremist behaviour / act</li> <li>• Bringing the School's name into disrepute (dependent on nature of incident)</li> <li>• (See page 12 list)</li> </ul>	<p>Permanent Exclusion (alternative provision or a managed move could be offered in certain circumstances)</p>	<p>Headteacher or designated deputy</p>
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### On-Call System

Our On Call is staffed by Senior Leaders, Key Stage Achievement Leaders and Year Managers. It will be used for the following reasons:

- A pupil refuses to go to room removal.
- A pupil fails departmental room removal.
- A pupil's behaviour is so extreme as to mean room removal is not appropriate this will be instances of swearing, fighting or posing a threat to another person and/or a risk to property.

### Whole School Detention

All detentions issued are recorded on Class Charts. Parents/Carers will be informed of after school detentions through the Class Charts online system. Staff will verbally inform the pupil that they have set a detention and explain the reasons why, as well as making a note in their planner. The daily detention register is displayed on the tutor daily newsflash. It is the pupil's responsibility to check this to see if they need to attend a detention that day. If a pupil does not attend their detention, it will be carried forward to the next available day and increase in time. Failure to attend this second detention will result in supervised social time detentions and/or headteacher's detention, which is held on Fridays for 90 minutes.

Homework detentions will be organised and delivered in departments. Staff will inform pupils and parents the time, date and location of this detention. This will be recorded on Class Charts on the homework detention tab.

**The school reserves the right, in line with the DfE statutory guidance, to detain or place a pupil in detention any pupils who persistently truant and abscond from lessons on the actual day that this takes place.**

## Report Card

Any pupil raising several concerns may be monitored using our Report Card System. This will be completed each lesson by staff and monitored by key staff. We will continue to communicate regularly with parents/carers, so they are able to support us. Any poor behaviour, whilst on report, may result in a 30 minute after school detention and/or further sanctions.

## Isolation (ARC)

Pupils who create persistent disruption to learning or are involved in incidents not punishable by a Fixed Term Suspension will be removed from the school community including during breaks and lunchtimes. ARC is used to prevent pupils engaging with the school community for a short period of time without impacting on their learning. Wherever possible, work is provided by their class teachers, and this is supported by a comprehensive bank of work and computer based learning.

Pupils will be provided with appropriate work and be given support where necessary. The ARC area will run between **9.20am and 3.35pm**. This will allow for pupils to attend tutor time and receive any key updates.

After a period in Isolation (ARC), parents and carers are invited into school (or on Microsoft Teams) for a meeting with the Year Manager, Key Stage Achievement Leader, or a member of the Pastoral Team. At this restorative meeting, the incident will be discussed, targets agreed, and relationships restored, ready for the pupil to re-enter their normal timetabled lessons.

## Restorative Practice

Any pupil placed in ARC will be involved with the Restorative Practice Programme. This offers pupils the opportunity to reflect on their behaviour and take responsibility for their actions. This is important because the school values the quality of relationships between pupils and staff.

## Restorative Conversations: The Rationale

- The neurosequential approach: 'Regulate, Relate, Repair' is implemented within the Restorative Practice Programme.
- The teacher is expected to be self-aware in terms of their own emotions around the incident then attempt to rebuild the relationship and reframe the behaviour leading to the referral by:
  - actively listening
  - asking empathetic questions
  - being understanding
  - supporting the young person to find a solution to their behaviour.

- The restorative conversation is an opportunity to:
  - rebuild the relationship
  - help the pupil reflect on their behaviour
  - provide support for any underlying issues
  - move the pupil on from that behaviour so that the pupil does not reoffend.

## Restorative Conversations: reflecting on the behaviour

Key to the success of this conversation will be the non-confrontational and empathetic manner of the teacher leading the conversation. It is integral the conversation is approached with an unconditional positive regard.

The pupil will be asked:

- about their feelings before the referral
- how they made others feel by their behaviours
- to recount why they were sent to the area (summarise this and repeat it to them)
- why they were behaving in that way.

### External Isolation/Step Out

We are now working in collaboration with several academies and secondary schools in the local area allowing us to send our pupils on a step out for a period of time as an alternative to suspension. It is the responsibility of the parent/carer to ensure pupils placed in offsite provision attend. If a pupil is referred to a 'Step Out', parents are notified in advance and are expected to arrange transport for their child and provide a packed lunch for the pupil to take with them. Once the external isolation period has been completed successfully, **parents are requested to attend a re-integration meeting at Kettlethorpe High School. Pupils may not be permitted to re-join mainstream school unless this meeting has taken place.** Reasonable adjustments allow meetings to take place over Microsoft Teams are permissible.

### Alternative Provision and Off Site Direction

The school will also use other offsite provisions as an alternative to fixed term suspension from school. This is because suspensions from school do not involve learning and the use of offsite provision does involve supervised learning. It is the responsibility of the parent/carer to ensure pupils placed in offsite provision attend (transport will be provided to FOCUS only).

If a pupil fails their placement at Alternative Provision because of poor behaviour, they will attend a meeting with a Key Stage Achievement Leader or a member of the SLT to discuss next steps. This is organised by the Senior Leader responsible for Inclusion. The next steps may include an alternative placement, suspension, or permanent exclusion.

## Extreme Behaviours and Likely Sanctions

Extreme Behaviour	Likely Sanction
<ul style="list-style-type: none"> <li>Violent assault on a member of staff</li> <li>Violent assault, or repeated violence towards other pupil/s</li> <li>Using a weapon to injure, attack or hurt others</li> <li>Supplying drugs to other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Permanent Exclusion from school</li> <li>Fixed term suspension from school (5 days in the first instance) and then an alternate provision/managed move put in place</li> <li>The pupil will not return to Kettlethorpe High School. Referral to Wakefield Inclusion Panel.</li> <li>Police involvement.</li> </ul>
<ul style="list-style-type: none"> <li>Setting off a firework on the school grounds, bringing fireworks into school</li> <li>Sexual harassment/Sexual violence.</li> <li>Carrying /bringing a weapon into school.</li> <li>Bringing drugs / alcohol into school</li> <li>Assault on another pupil, this could include out of school hours</li> <li>Abusive language /threatening behaviour towards a member of staff.</li> <li>Repeated bullying, child on child abuse (including online).</li> <li>Serious incident outside of school that brings the school into disrepute.</li> </ul>	<ul style="list-style-type: none"> <li>Permanent Exclusion from school</li> <li>Fixed term suspension from school/alternative provision (1 to 5 days) with the likelihood of an alternate permanent provision, particularly if the pupil has already been suspended for one of these offences during their time in school.</li> <li>If and when the pupil returns to school risk assessment/behaviour agreement/ phased return put in place. The pupil's behaviour will continue to be monitored by High Tariff Team/AHT High Tariff</li> <li>If the pupil continues not to meet our expectations we will look to find alternative provision either on a temporary or full time basis.</li> </ul>
<ul style="list-style-type: none"> <li>Extreme vandalism</li> <li>Aggression /threats towards another pupil</li> <li>Extreme defiance towards an adult</li> <li>Homophobic, racist, sexual comments</li> <li>Smoking in school</li> <li>Fighting (not assault)</li> <li>Bullying (including online)</li> <li>Swearing at a member of staff.</li> </ul>	<ul style="list-style-type: none"> <li>Permanent Exclusion from school.</li> <li>Fixed term suspension from school (5 days in the first instance) and then an alternate provision/managed move put in place</li> <li>Pupil to be removed to ARC for up to two days</li> <li>Parents informed via a text message in the first instance and then a follow up conversation with the Year Manager, Key Stage Lead or member of the Behaviour Team usually within 24 hours of the event.</li> </ul>
<ul style="list-style-type: none"> <li>Truancy (leaving the school site or repeated internal truancy), refusal to go into lessons</li> <li>Abusive/aggressive language used towards another pupil</li> <li>Rudeness to staff</li> <li>Move towards or actively encourage fighting between others</li> <li>Persistent refusal to follow staff instructions and continued defiance</li> <li>Repeatedly selling products (sweets, chocolate, drinks etc.) to other pupils</li> <li>Repeated vaping on the school premises</li> <li>Being in a toilet cubicle with another pupil/s.</li> </ul>	<ul style="list-style-type: none"> <li>Permanent Exclusion from school</li> <li>Fixed term suspension from school (5 days in the first instance) and then an alternate provision/managed move put in place</li> <li>Pupil to be removed to ARC for a minimum of 1 day</li> <li>Parents informed via a text message in the first instance and then a follow up conversation with the Year Manager, Key Stage Lead or member of the Behaviour Team usually within 24 hours of the event.</li> </ul>

## **Use of CCTV**

CCTV is in operation in school for safeguarding purposes. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction. CCTV recordings are for school use and not for parent/carer viewing.

## Suspensions and Permanent Exclusion

### **Fixed Term Suspension**

All decisions to suspend are serious and only taken as a last resort or where a breach of school expectations is serious. Pupil defiance or refusal to co-operate is a serious concern. On return from suspension there will be a reintegration meeting with parents/carers and a member of the Year Team or Senior Leadership Team. Please refer to the school's Suspension Policy for more details.

All suspensions will be made in line with government guidance and by following the Headteacher's quality assurance. Schools will have due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies, and pupil referral units
- DfE – Behaviour and discipline in schools 2022
- The Disability Discrimination Act
- Equality Act 2010
- Keeping Children Safe in Education 2022
- Code of Practice for Special Educational Needs
- The Children's Act.

The decision to exclude will be:

- Lawful
- Rational
- Reasonable
- Fair
- Proportionate.

The Headteacher will exclude from school only on disciplinary grounds. In their absence, a deputy headteacher or assistant headteacher will carry out this function.

It is unlawful to exclude on non-disciplinary grounds such as:

- Academic attainment/ability
- Actions of parents/carer
- Failure of a pupil/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following an exclusion.

In deciding whether to exclude the Headteacher will consider contributing factors resulting in

poor behaviour, for example, bereavement, mental health issues, special educational needs or bullying.

In accordance with the DfE Guidance, where a pupil is at risk of suspension, the school will explore early intervention to address the underlying causes of pupil behaviour. This will include:

- An assessment of whether appropriate support is in place to support and special educational needs or disability that a pupil may have
- The use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour.

A fixed period suspension is for a specific period of time. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A fixed period exclusion does not have to be for a continuous period.

### **Permanent Exclusion**

Guidance from the DfE is as follows:

A decision to exclude a child permanently is an extremely serious one. It will be the final step in the process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. Prior to the decision to permanently exclude, the school will have made the best endeavours to seek alternative outcomes for a pupil. One example may be, by negotiating a managed placement to another school as an alternative to a permanent exclusion. If the pupil then fails the managed placement, it is likely to result in the pupil to be permanently excluded from Kettlethorpe High School on their return.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a pupil. These could include: violent behaviour towards others; activation of the fire alarm; serious disruption to pupil learning; bringing illegal drugs/weapons into school and repeated defiance or obstructive behaviour.

*The Headteacher reserves the right to permanently exclude any pupil who puts at risk the health and safety of other pupils or adults in school and who disrupts the learning of others.*

*This can involve school based and off-site incidents, including one-off incidents.*

### **Behaviour in the Local Community**

The school has the statutory power to discipline pupils who misbehave outside of the school grounds. The Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent that is reasonable'. This could include any misbehaviour that occurs when a pupil is taking part in any school organised or school related activity, travelling to and from school, wearing the school uniform or in some other way identifiable as a pupil of the school. It could also include any misbehaviour that could

have repercussions for the orderly running of the school, poses a threat to another member of the school community or member of the public, or could adversely affect the reputation of the school.

**Mobile phone policy:** Mobile phones and electronic devices (including speakers) should be always out of sight, turned off and stored in the pupil's bag. If a pupil is caught using a phone on the school premises and/or the phone is heard by a member of staff, the phone and the sim card will be confiscated and placed in the school safe until it can be picked up by a parent/carer if it is the first confiscation. This policy also applies to speakers, smart watches, iPod, ear pods. Collection will always be 24 hours after confiscation or the next working school day if after a weekend/Bank Holiday.

**The school reserves the right to refuse to allow a pupil to bring a mobile phone onto the premises where a pupil has previously refused to hand the phone over or where the phone has been used inappropriately.**

The school's expectations for the use of mobile phones are detailed in a separate 'Mobile Phone and Mobile Device Policy'

<https://kettlethorpehigh.co.uk/policies/>

#### **Use of Social Media:**

There may be times where, as a parent, you don't agree with something the school is doing, or where you may have specific concerns. We welcome your feedback, and the opportunity to address any concerns you may have.

The most appropriate way to raise concerns is directly with the school, in line with our complaints procedure form which can be found on our website. Airing complaints, negative opinions, vexatious or derogatory comments on social media doesn't help the school to address the issue in the most constructive way.

We know that social media is an important way for many in our community to share their day-to-day lives and special events with others. However, we ask that parents think carefully before posting things on social media that contain the names or images of other parents, children and staff.

## Searching, Screening and Confiscation.

### Banned items in school

The headteacher and staff authorised by the headteacher have a statutory power to search a pupil or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item or any other item the school rules identify as an item to which may be searched for (DfE Searching, Screening and Confiscation 2022)

Examples of prohibited items:

- weapons of any description or an item intended to be used as a weapon
- alcohol, illegal substances, fireworks
- cigarettes, electronic cigarettes, vapes, lighters, matches
- pornographic material
- materials linked to extremism or hate crime
- aerosols, nail polish
- chewing gum, energy drinks
- tippex
- electronic games
- stolen items
- mobile phone that is switched on

Any other items may be prohibited at the discretion of staff if they pose a risk to the health and safety of staff and pupils or disturb the school's smooth running.

All prohibited items (cigarettes/vapes/electronic cigarettes/lighters) will be confiscated and sent to the Senior Leadership Team for storage. Items that are illegal will be disposed of or given to the Community Police Team. Other items will be available for collection, by an adult at an agreed time, during normal school hours.

### Searching Pupils

If members of staff have a reasonable suspicion that a prohibited item is being concealed by a pupil, it will be referred to a member of the Senior Leadership Team. Members of the Senior Leadership Team and the Culture and Behaviour Team will undertake a search and will contact parents/ carers or the police for assistance if necessary. If it is deemed appropriate, a search can be undertaken without parental consent for suspected prohibited and illegal items. Searches can also be undertaken without consent for any article that has been or is likely to be used to commit an offence, cause personal injury, or damage property.

The member of staff conducting the search will be the same sex as per the pupil being searched; and there will be a witness (also a member of staff) and, if possible, they will be the same sex as the pupil being searched. There is limited exception to the rule. Searches of a pupil of the opposite sex to the staff member and without a witness present, may be done where it is reasonably believed that there is a risk of serious harm if the search is not conducted immediately and where it is **not reasonably practical** to summon another member of staff. On occasions, the school based police officer will conduct pupil searches.



## **Screening**

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

As a rule, any pupil that is searched, with or without consent, by the headteacher or deputy headteacher responsible for behaviour, will also be screened by use of a hand held wand.

If a pupil refuses to be searched or screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school 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.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence will not be treated as unauthorised.

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

## **Use of Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils (DfE Behaviour and Discipline in schools, 2022). The school will also refer to guidance as outlined in Searching, Screening and Confiscation in Schools 2022.

The Culture and Behaviour Team and Senior Leadership Team use positive strategies to encourage acceptable behaviour and good conduct around the school. Every effort is made to resolve conflicts positively, without harm to pupils, staff, property, buildings, or the environment. However, as staff working in a school have a 'duty of care' to the children, they may face a situation where physical intervention is the only option left in order to ensure safety or prevent damage to property. Staff that have a 'duty of care' have lawful justification for taking reasonable steps to prevent injury or damage and, in exceptional circumstances, physical restraint may be used by an adult within the school. This will be recorded, and parents/carers will be informed.

## Reasonable adjustment for pupils with additional needs and/or SEND

Kettlethorpe High School recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional and Mental Health Needs (SEMH)
- Adverse Childhood Experiences (ACE)
- Special Educational Needs (SEN) and Disabilities (SEND).

Staff are trained to support pupils with SEMH, SEND and suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND policy should be followed. This includes:

- An assessment to establish a clear analysis of the pupil's needs
- A plan setting out how the pupil will be supported using My Support Plans (MSPs)
- The required actions to provide support
- Regular reviews to assess the effectiveness of the provision and identify and recent changes.

Social, emotional, and mental health (SEMH) needs are a type of special educational need in which children, or your people have severe difficulties in managing their emotions or behaviours. They often show inappropriate responses and feelings to situations.

Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g., delayed development leading to difficulties following instructions.

Teachers within the school will be aware of the content of MSPs for a pupil whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments.

Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer, significant harm or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.

Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.

### **SEND Support**

The SENCO may also decide to complete assessments or intervention programmes including, but not limited to the following:

- cognition
- physical and sensory
- counselling
- behaviour therapy
- GL assessment SEND
- speech and language
- communication interaction

Adverse Childhood Experiences (ACE) screening by an educational psychologist.

## Sexually Harmful Behaviours

### **Responding to sexually harmful behaviours including sexual violence, sexual harassment, and peer on peer abuse.**

At Kettlethorpe High School we recognise that children can be victims of sexual violence and harassment as well as other forms of sexually harmful behaviours. The protocols described below deal specifically with situations where the perpetrator is another pupil within the school community. For a detailed explanation of the response to any form of abuse or safeguarding concern, please read the Safeguarding and Child protection policy.

This policy should be considered in conjunction with both the Anti-bullying and Safeguarding policies.

*At Kettlethorpe High School we believe that sexual violence and sexual harassment is not acceptable, should never be tolerated and is not an inevitable part of growing up.*

### **What are sexually harmful behaviours?**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children (KCSIE 2022).

It can include:

- Physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Abuse with intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent
- Up skirting
- Initiation/hazing type violence and rituals.

### **How can pupils report incidents?**

- Speak to Form Tutors, Year Managers, or any member of staff.
- Parents with concerns should speak directly to their child's Year Manager.

### **How will we respond?**

Any pupil who reports sexually inappropriate behaviour will be believed and listened to. The allegations will always be taken seriously and be investigated by a member of the Designated Safeguarding Team.

We will never dismiss these actions as 'banter' or 'just part of growing up.'

Two members of the Designated Safeguarding Team (including the Designated Safeguarding Lead or Deputy) will agree the actions to be taken.

**Actions can include:**

Sanctions: all sanctions are available up to and including permanent suspension. We recognise that these behaviours exist on a continuum and that the Designated Safeguarding Lead (in discussion with the Headteacher where appropriate) is best placed to judge the appropriate sanction.

Ongoing support: children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Support for these pupils is essential and can include referrals to our Pastoral Support Team or counselling.

In school adjustments: changes to timetables and routines may be implemented in order to ensure that victims are less likely to encounter the perpetrator in the course of the school day. This can include adjustments to travel using school busses.

Education and support for the perpetrator: we will ensure that work is done to support the young person who is responsible for the behaviour so that it is not repeated and that any wider concerns are addressed.

Outside agencies: where appropriate, we will refer to/work with outside agencies including, the Police, Children's social work service and specialist support services.

Feedback: we will always inform the victim of what actions have been taken and why.

All actions will take due account of the need for confidentiality and the wellbeing of all pupils.

**Dealing with false/malicious allegations**

It is important that sexually harmful behaviours are taken seriously. It is therefore equally important that false/malicious allegations are dealt with effectively. The responses outlined above are also relevant in this case.

**How will we monitor this?**

All incidents of harmful sexual behaviours will be recorded on CPOMS. Termly analysis of these incidents will be completed by the Designated Safeguarding Lead and reported to Senior Leadership Team and Governors through established systems.

An annual safeguarding report to the Local Authority includes sections on sexually harmful behaviours.

The Governing Body reviews Behaviour for Learning, suspensions, and the use of Alternative Provision (AP) on a termly basis.

All of our policies are available on our website at [www.kettlethorpehigh.co.uk/policies](http://www.kettlethorpehigh.co.uk/policies). If you require a paper copy of any of our policies then please contact the school directly.