

Culture and Behaviour Policy 2025-26

Actioned from: September 2025
Next to be reviewed: September 2026

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Introduction

We strive to create a culture based on our mission: Together, Be the Best We Can Be. Our vision is for students to be present, achieving and excelling. Our core values are summarised in the 4 Rs: Respect, Responsibility, Reflection, Resilience and our Kindness Charter. Students must be present, feel safe and feel respected if they are to learn effectively. As a school which sets high standards for our students, it is important that we create an atmosphere in which students can thrive.

This Behaviour for Learning Policy has been written by the staff, students, governors, and parents/carers of Kettlethorpe High School. It acknowledges the school's legal duties under the Keeping Children Safe in Education 2024, Equality Act 2010, Education Act 2006 and 2011, DfE (Department for Education) Guidance for Schools on Behaviour April 2024 and the SEND Code of Practice 2015.

The policy should be referred to alongside the following school or LA (Local Authority) policies: Anti Bullying, E-safety, Mobile Phone, Safeguarding, SEND, Substance Misuse, Suspensions and Exclusions.

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 student behaviour as effectively as possible in order to:

- develop students' ability to exercise self-control and reflect on behaviours in order to make positive choices
- provide clarity to all stakeholders as to principles and approaches to supporting students with their behaviour
- encourage students 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, raise self-esteem, develop confidence, and demonstrate positive abilities, attitudes, and kindness
- ensure students thrive

The Kindness Charter & The 4Rs

Like academic learning, behaviour for learning and positive attitudes to each other and the wider community needs to be explicitly taught. KHS uses the framework of the 4Rs to teach and foster positive character traits which improve relationships and educational attainment, promote positive engagement with school and lead to excellent attendance. This framework also serves as a clear reminder for students that behaviour, as well as being kind, should always encompass these four traits by being respectful, responsible, resilient and reflective. The following expectations are displayed on posters throughout the school.

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

Linked to our 4Rs framework, all staff and students 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 student planners, and content on them is regularly covered in assemblies, lessons and in conversations with students, and as part of Restorative Practice conversations.

Home School Agreement

Our Home School Agreement sets out the responsibilities of the school, students 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.**

Research is clear that where there is an effective home-school relationship, a child’s educational outcomes are greater.

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

Praise and Rewards

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

Positive praise points

Class Charts software is used to reward students through the issuing of positive praise points. Students 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 student 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

Subject Awards

Students who go above and beyond in their subject areas could receive subject awards, phone calls home from their classroom teacher, subject postcards and subject badges at the end of the academic year.

Weekly rewards

Students receiving the highest number of positive points that week will be recognised through praise phone calls, the tutor daily newflash and assemblies. Students with the highest number of Kindness points will receive a postcard home. As a school we also recognise students who make a concerted effort to improve their conduct in the school building.

Termly rewards

The top students 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 students meeting the minimum criteria will be invited to an end of year celebration event.

Sports Award Evening

This is held every two years in the summer term for Year 8 and Year 10 students to celebrate

achievement over two years in school recognising sporting involvement both for the school and out of school at representative level up to and including international honors.

Menu of Support for Students

A key feature of our Culture and Behaviour Policy is to help students achieve the aims of the policy by providing students with a range of staff members and wider support mechanisms/ strategies within school:

Form Tutors

Students see their form tutors daily for an extended period of time. Form Tutors know the students best and can support with a range of issues.

Year Managers/Pastoral Leaders

Year managers and pastoral leaders are responsible for the leadership of specific year groups. They communicate with parents and carers and support a team of Form Tutors to support students in school.

Key Stage Progress Leaders

Key Stage Progress Leaders are responsible for the oversight of curriculum, progress and achievement for all students within their Key Stage.

Safeguarding Officer (and wider DSL team)

Students are encouraged to speak to any member of staff if they have concerns. However, the Safeguarding Officer and DSLs are also signposted around school for students to contact should they have concerns about their safeguarding.

Senior Leadership Team

Senior Leaders are responsible for the overall direction and leadership of key areas around school. Students know who is responsible for which area of support.

Inclusion Hub

This is the central base for students with additional needs or those requiring additional support. Students who have been identified as requiring bespoke intervention may access this space at different points within their week to complete these sessions. This includes, but is not limited to: social skills, zones of regulation, and SEMH support. This level of support, often during registration, is in place to enhance the learning outcomes for some vulnerable learners.

Time Out Passes

On occasions, a very small number of students may need additional support to manage a SEND, SEMH or medical need. Time out passes will only be given following consultation with parents/carers, the SENCO, Key Stage Leader, 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 to ensure that those most in need receive the required help and support.

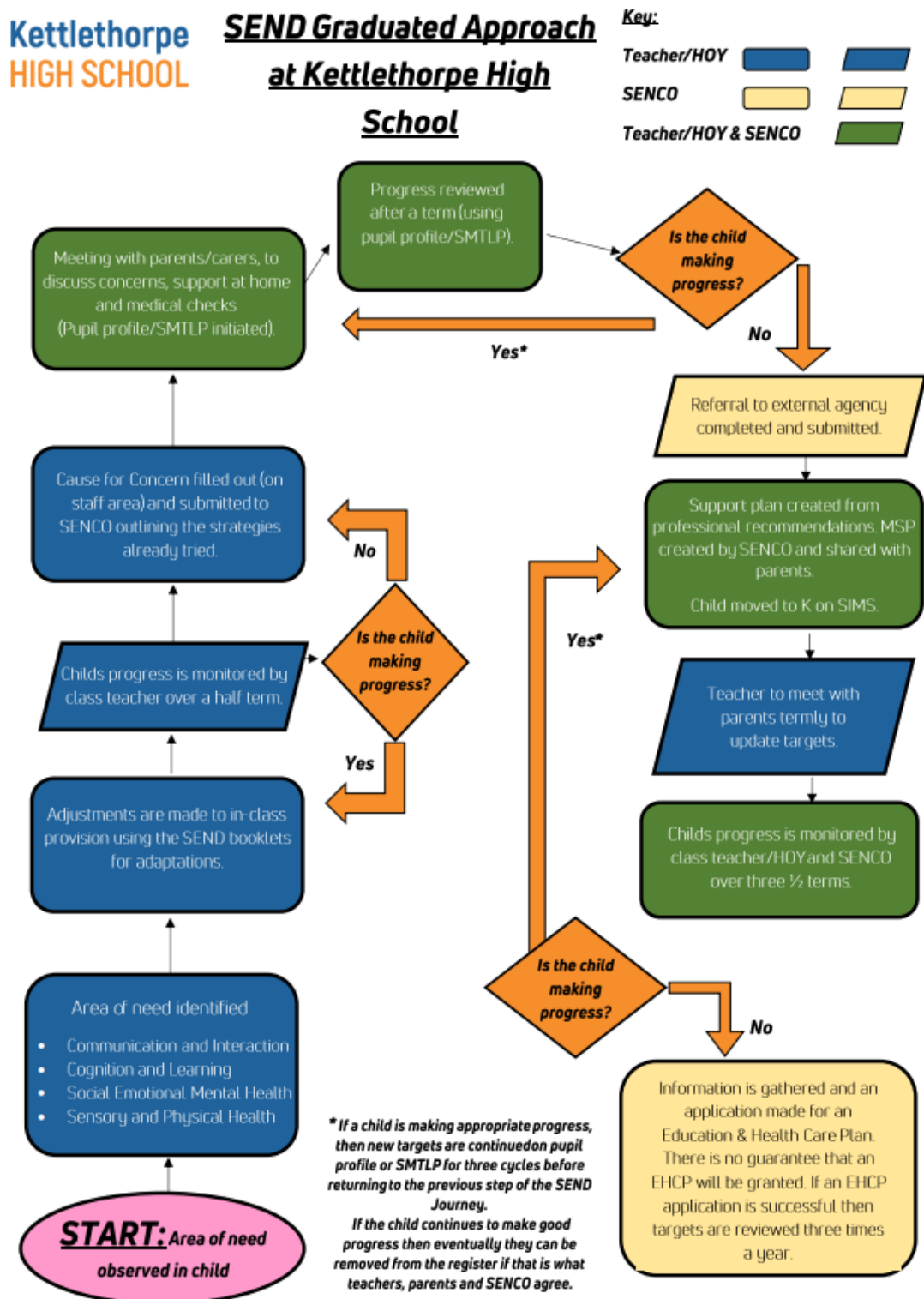
Trauma-Informed Practice

Adverse Childhood Experiences (ACE) and Emotional Based School Avoidance (EBSA) 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 students and make sense of the experiences they have had. We will always look to make a reasonable adjustment with students whilst ensuring high standards of behaviour and consistency are maintained

Graduated approach to support

Kettlethorpe High School follows a graduated response to supporting students who may require additional intervention. See below how this is structured and implemented within our provision:



Uniform

Uniform plays a valuable part in contributing to the ethos of school and setting the appropriate tone. Students must wear the full Kettlethorpe High School uniform. [Click Here](#)

Out of Classroom Expectations

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

Around the school, students must:

- Arrive on time to school
- Wear uniform correctly with pride
- Walk around the school sensibly, safely and quietly following the one-way system
- Follow instructions from staff, **first time, every time**
- Listen carefully when staff are talking, showing respect
- Behave respectfully and politely to all adults, students and their property
- Treat everyone with kindness, respect and courtesy
- Follow the 'hands off' principle
- Only eat in designated food/year group areas at the correct times
- 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 must be confiscated) See separate policy here [Click Here](#)
- Not bring illegal substances onto the school site (including cigarettes, electronic cigarettes and alcohol)
- Not use foul or abusive language directed towards staff
- Complete home learning to the best of your ability

In Classroom Expectations

In class (including the above 'out of classroom' expectations), students must:

- Arrive on time for lesson
- Take out planners, equipment and knowledge organisers for the lesson
- Sit in the requested seat from classroom teacher
- Complete work to the best of their ability, so that they can achieve their full potential, without disturbing or distracting others
- Not eat, chew or drink in class (except water)
- Check planner and timetable for next lesson at the end of every lesson
- Clear the area around their seating area
- Exit lessons quietly and calmly

Students leaving classrooms: Students should not be out of lessons unless they have a pass, and a member of staff has signed their planner to give them permission to leave (they must carry their planner with them at all times).

Use of toilets: Students should use the toilets before school and at break times. It is not normal procedure to use the toilets in lesson time. Students should not be released within the first 15 minutes

of a lesson starting unless the student has a medical/toilet pass. Staff must record any requests in the student’s planner. Students must have a signed planner with them when out of lesson or they will be returned to class.

Break and lunchtimes: To maintain supervision and a calm environment, students must stay on site and within their designated inside and outside social areas except for access for extra-curricular and SEND/SEMH support. These must clearly communicated with students on a regular basis. The first floor of the building is out of bounds during social times. 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, other designated catering spaces or outside. Students should only use their own account to purchase food.

‘The Kettlethorpe Way’

The Kettlethorpe Way

‘Together, be the best we can be’

Present – Achieving – Excelling

| Be Ready | Be Present | Be Responsible | Be Reflective | Be Resilient | Be Respectful | Be Kind |
|---|--|--|--|---|---|---|
| | | | | | | |
| <p>I arrive on time following the one-way system.</p> <p>I wear the correct uniform, and I am fully equipped.</p> <p>I have my planner at all times.</p> <p>I start learning immediately.</p> | <p>I stay in lesson and only use toilets & water fountains before school, at break, lunch or after school.</p> <p>I fully engage with my learning when in lessons.</p> | <p>I respond to instructions first time, every time.</p> <p>I sit in the correct seating plan.</p> <p>I do not have or use mobiles or smart watches.</p> | <p>I act on feedback both on my work and my behaviour.</p> <p>I learn from mistakes.</p> | <p>I never say “I can’t...”</p> <p>I don’t give up on my learning.</p> <p>I attend all lessons.</p> | <p>I keep my hands to myself.</p> <p>I move calmly and quietly around school.</p> <p>I respect my environment in and around school.</p> | <p>I am kind to all, including myself. Always.</p> <p>I communicate politely with everyone; I reply to greetings.</p> |

The Kettlethorpe Way has been designed to provide a warm, safe and welcoming environment where students can ‘achieve and excel.’

The Kettlethorpe Way will require staff and students to embody the school values and ethos by:

- Being **RESPONSIBLE**: arriving on time, being present in lessons and always arriving prepared with the best attitude to learning
- Being **RESILIENT**: trying their best at all times and having pride in their work and their appearance
- Being **REFLECTIVE**: accepting and acting on respectful feedback; always aiming to be the best they can be
- Being **RESPECTFUL**: always demonstrating calm and polite communication; listening well to others; following instructions first time, every time and refraining from deliberate physical contact
- Being **KIND**: using kind words and actions towards other pupils, other adults; being kind to themselves.

For further clarity, students are required to:

- Arrive at school before 8.40am and be in Form Time by 8.40am sharp
- Arrive to lessons promptly and respond positively to the warm welcome given by staff
- Be ready for learning in Form time and in lesson by having planner, books, equipment and homework on the table, outdoor clothing removed and stored safely
- Begin the ready starter task immediately at the beginning of each form time/lesson, without prompting
- Participate fully in each lesson's 'safe register' within the first 10 minutes of every lesson.
- Always and immediately follow all 'reasonable requests' made by any staff
- Follow the 'Check and Send' routines at the end of every Form Time and lessons
- Follow the one-way system
- Walk purposefully and safely around the school building
- Follow the 'Hands-off' rule
- Use calm and respectful voices and language at all times
- Attend every Form Time, Assembly and lessons without delay
- Do not use personal tech in school
- Follow the toilet routine of going before school starts, during breaktime, lunchtime and after school if needed. (Staff will give permission to go to the toilet if a student has a medical pass or after the first 15 minutes of a lesson in exceptional cases.)
- Fill up water bottles before school, breaktime, lunchtime and after school if needed.

Behaviour and Consequences

Behaviour Points

To effectively keep track of student behaviour, incidents are recorded by staff on Class Charts. Both positive and negative comments are recorded by staff on Class Charts. Parents/carers will be able to see the extended context on the positive comments but not the negative. It is therefore imperative parents/carers have access to Class Charts to regularly check their child's behaviour records.

As the total number of negative behaviour points for a student increases, the requirement for alternative strategies of support and/or consequences needed will also increase. This will range from detentions, report cards, isolation, parent/carer meetings, and behaviour contracts. Student circumstances and actions will be considered individually, and support and/or consequences will be tailored to the individual student 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 students as necessary.

Parents/carers should contact the recording member of staff if they require further explanation of any sanctions issued. A reminder of our communications policy can be found here [Click Here](#)

Class Charts resets half termly for every student to give the opportunities for students to reflect and reset the following half term. This also informs for half termly incentives and reward schemes.

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.

| Stage | Action | Physical Response | Phase |
|---|--|--|----------------|
| W1 1st Disruption to Learning | <ul style="list-style-type: none"> Student will be given a clear warning using the student's name | <ul style="list-style-type: none"> Verbal Warning Issued | Reminder |
| Teacher Wave 1 Intervention Toolkit and 'Take Up Time' given | | | |
| C1 2nd Disruption to Learning | <ul style="list-style-type: none"> If a student continues, they will be given a C1 code This is recorded on Class Charts Planner taken by staff member and held on staff desk | <ul style="list-style-type: none"> Planner Taken C1 Issued On Class Charts | Consequence |
| Teacher Wave 1 Intervention Toolkit and 'Take Up Time' given | | | |
| C2 3rd Disruption to Learning | <ul style="list-style-type: none"> If a student continues, they will be given a C2 code The teacher will look to move the student within the classroom This is recorded on Class Charts | <ul style="list-style-type: none"> C2 Issued On Class Charts Student Moved | Consequence |
| Teacher Wave 1 Intervention Toolkit and 'Take Up Time' given | | | |
| C3 4th Disruption to Learning | <ul style="list-style-type: none"> The student has continued to disrupt learning and will be removed from the lesson They will be placed in another classroom to complete their learning The teacher will log a C3 code on Class Charts and referral to TL/Post Holder via Class Charts for intelligence Class Charts will set a 20-minute detention on the same day Student will go with a slip to their departmental removal room Wherever possible, teachers will arrange a restorative conversation prior to the next lesson- this may be formal or informal | <ul style="list-style-type: none"> C3 Issued On Class Charts Departmental Removal Room | Lesson Removal |
| Departmental Support | | | |
| C4 5th Disruption to Learning | <ul style="list-style-type: none"> If a student continues to disrupt when placed in departmental removal room, teacher will log a C4 Student will be collected and taken to RESET by CAB/On Call | <ul style="list-style-type: none"> C4 Issued On Class Charts Failure Of Departmental Removal Room RESET | Lesson Removal |
| RESET (Internal Isolation) | | | |

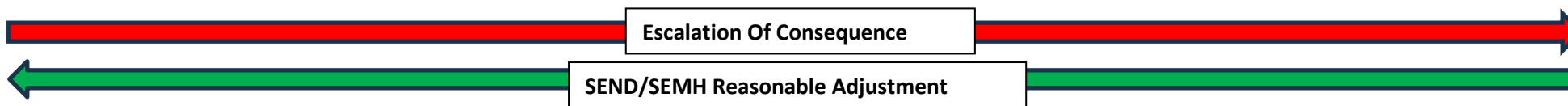
Outside Of Classroom Behaviour Codes

| Stage | Code | Negative Points | Staff Action | Consequence |
|---|------|-----------------|---|--|
| Initial Breach of 'Kettlethorpe Way' | K1 | 1 | <ul style="list-style-type: none"> • Issue K1 on Class Charts • Parent/carer alert with brief summary (where appropriate) | 20-minute detention same day |
| Continued Breach of 'Kettlethorpe Way' | K2 | 2 | <ul style="list-style-type: none"> • Issue K2 on Class Charts • Parent/carer alert with brief summary (where appropriate) | 40-minute detention same day |
| Serious Conduct/Incident-physical/discriminatory/criminal | S | 3 | <ul style="list-style-type: none"> • Issue S on Class Charts • Parent/carer alert with brief summary • Referral to relevant CAB staff via Class Charts (YM/PL/KSL/SLT) for further follow up | Application of escalation of consequences guidance (see table below) |

Escalation of Consequences and Possible Sanctions Guidance-Outside of Classroom

This table illustrates how many common negative behaviours maybe escalated and is always to be used on a case-by-case basis to consider protected characteristics and ensure that we consider the SEND Code of Practice and reasonable adjustments. It is at the professional discretion of the Headteacher to apply a full range of sanctions for any given behaviour.

The Headteacher retains the right to enforce the behaviour policy to all students in the school based upon facts and knowledge of an incident at that time including information about the student. The Headteacher further retains the right to refer any incident to the police at any point. There will also be the possibility of an off-site short-term step out placement, alternative provision placement or managed placement and/or offsite direction.



| Possible Consequences for Different Behaviours | Detention | SLT Detention | RESET | Step Out Placement/AP | Fixed Term Suspension | Minimum No. Days Suspension | PEX |
|--|-----------|---------------|-------|-----------------------|-----------------------|-----------------------------|-----|
| Uniform policy infringement | ♦ | | ♦ | | | | |
| Missed detentions | ♦ | ♦ | ♦ | | | | |
| Internal truancy | ♦ | ♦ | ♦ | ♦ | ♦ | 1 | |
| Defiance towards staff | | | ♦ | ♦ | ♦ | 1 | |
| Vandalism of school property * | | | ♦ | ♦ | ♦ | 1 | |
| Smoking/vaping on site * | | | ♦ | ♦ | ♦ | 1 | |
| Fighting – harm to student in or outside of school * | | | ♦ | ♦ | ♦ | 1 | |
| Directed swearing/verbal abuse at member of staff | | | ♦ | ♦ | ♦ | 1 | |
| Trans/homophobic/racist/sexual comments/behaviour * | | | ♦ | ♦ | ♦ | 1 | |
| Refusal to hand over mobile phone | | | ♦ | ♦ | | | |

| Possible Consequences for Different Behaviours | Detention | SLT Detention | RESET | Step Out Placement/AP | Fixed Term Suspension | Minimum No. Days Suspension | PEX |
|--|-----------|---------------|-------|-----------------------|-----------------------|-----------------------------|-----|
| Refusal of RESET | | | ◆ | ◆ | ◆ | 1 | |
| Failure of RESET | | | ◆ | ◆ | ◆ | 1 | |
| Persistent disruptive behaviour | | | ◆ | ◆ | ◆ | 1 | |
| Failure whilst on Step Out/AP | | | ◆ | ◆ | ◆ | 2 | ◆ |
| Verbally threatening a member of staff | | | ◆ | ◆ | ◆ | 2 | ◆ |
| Persistent bullying of student * | | | ◆ | ◆ | ◆ | 3 | ◆ |
| Trans/homophobic/racist/ sexual harassment * | | | | ◆ | ◆ | 3 | ◆ |
| Hate incident/crime | | | | ◆ | ◆ | 3 | ◆ |
| Possession/Bringing a dangerous weapon into school * | | | | ◆ | ◆ | 5 | ◆ |
| Possession/Bringing drugs into school * | | | | | ◆ | 5 | ◆ |
| Dealing drugs in school * | | | | | ◆ | 5 | ◆ |
| Possession/Bringing alcohol into school * | | | | | ◆ | 5 | ◆ |
| Serious physical violence towards staff * | | | | | ◆ | 5 | ◆ |
| Using a weapon to harm another person * | | | | | ◆ | 5 | ◆ |
| Bringing fireworks/dangerous items into school * | | | | | ◆ | 5 | ◆ |
| Arson on school grounds | | | | | ◆ | 5 | ◆ |

*Police will be contacted, followed up and incident logged.

** Serious conduct reflected in red.

RESET (Internal Isolation Room)

Students who display escalatory conduct may be placed in our RESET (Internal Isolation Room.) Students who persistently breach expectations or are involved in serious incidents not punishable by a Fixed Term Suspension will be removed from the school community including during breaks and lunchtimes.

The RESET area will run between **9.00am and 3.35pm**. Students must not arrive before 9.00am. On arrival, students will have a pastoral/welfare check in, which is a key feature of repairing and resetting.

All students will complete the morning session including lunch in the RESET provision. Those students who complete all the work set and demonstrate the high expectations set by the school may be given the opportunity to 'work their way out' of the provision and return to their afternoon session-this is at staff discretion only.

Detentions

All detentions issued are recorded on Class Charts. Parents/Carers will be informed of after school detentions through the Class Charts online system, and therefore is the responsibility of the parent/carer to download and use the app, as per home school agreement, and parents/carers should ensure notifications are switched on, on their mobile/handheld device. Staff will verbally inform the student that they have set a detention the same day and explain the reasons why. If a student 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 a Senior Leadership detention on the next available Thursday for 60 minutes. Failure to attend a Senior Leadership detention will result in RESET the following day.

Any students truanting during the school day will have set a 40-minute detention the same day.

Home learning detentions will be organised and delivered in departments. Staff will inform students and parents the time, date and location of this detention. This will be recorded on Class Charts in some departments.

The school reserves the right, in line with the DfE statutory guidance, to detain or place a student in detention on the same day if required. Parents/carers will be notified via Class Charts only and is parent/carer responsibility to monitor this.

Step Out to another school

We are now working in collaboration with several academies and secondary schools in the local area allowing us to send our students on a 'step-out' for a period of time as an alternative to suspension. **It is the responsibility of the parent/carer to ensure students placed in offsite provision attend. Failure to attend will be an unauthorised absence. Failure of a step out to another school due to poor conduct may lead to a formal suspension.**

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 students placed in offsite provision attend (transport will be provided to FOCUS only). Failure to attend will be an unauthorised absence.**

If a student fails their placement at Alternative Provision because of poor behaviour, this may lead to a formal suspension.

Restorative Practice

Restorative Practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. Restorative Practice offers students 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 students and staff but also gives the student the opportunity to be heard.

Where an issue arises in a curriculum lesson, it will be the responsibility of the class teacher and the team leader/ relevant post holder within the department to facilitate initial restorative conversations and log as completed on Class Charts. If continued issues arise, a parent/carer meeting should be arranged within the curriculum area. If continued issues arise, pastoral leaders for the individual student should then be engaged to support.

Restorative Conversations

The approach: 'Regulate, Relate, Repair' is the framework we follow.

Regulate

This stage focuses on helping students calm down and regain control of their emotions.

- **How are you feeling right now?**
- **Can you describe what happened and how it made you feel?**
- **What do you need to feel calm and safe?**

Relate

This stage aims to build connections and understanding between the student and others involved.

- **Can you tell me more about what led to this situation?**
- **How do you think the other person is feeling?**
- **What do you think they need to feel better?**

Repair

This stage focuses on addressing the harm caused and finding ways to make amends.

- **What do you think needs to happen to make things right?**
- **How can you show that you are sorry?**
- **What can you do to prevent this from happening again?**

These questions encourage students to reflect on their actions, understand the impact on others, and take responsibility for making amends. This process not only helps resolve conflicts but also promotes emotional growth and stronger relationships

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.

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. 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.

Where a student is at risk of suspension, the school will explore early intervention to address the underlying causes of student behaviour. This will include:

- An assessment of whether appropriate support is in place to support a special educational need or disability that a student may have
- An exploration of whether a student has an unmet need if they have no formal diagnosis
- Discussion at the Highly Vulnerable planning meeting for students who demonstrate persistent disruptive behaviour. Students will be triaged and offered a menu of support

A fixed period suspension is for a specific period of time. A student 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. Once a student reaches 15 days in one term they will be required to attend a meeting with the board of Governors.

Students who have been suspended from school must not be in the vicinity of the school building during the school day-failure to adhere to this could result in a fine being issued by the local authority.

Parents/carers should attend the re-integration meeting following a suspension, either over the telephone for suspensions one day or less, or in person for suspensions over one day in length. Failure to attend the re-integration meeting will result in the student remaining in RESET until this takes place.

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 student. One example may be, by negotiating a managed placement to another school as an alternative to a permanent exclusion. If the student then fails the managed placement, it is likely to result in the student 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 student. These could include: violent behaviour towards others; activation of the fire alarm; serious disruption to student learning; bringing illegal drugs/weapons into school and repeated defiance or obstructive behaviour.

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

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

Use Of CCTV And Body Cameras

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.

Staff wear may wear body cameras when on duty or patrolling the school grounds. The recordings are for school use and not for parent/carer viewing.

Behaviour in the Local Community

The school has the statutory power to discipline students who misbehave outside of the school grounds. The Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate students' behaviour in these circumstances 'to such an extent that is reasonable'. This could include any misbehaviour that occurs when a student 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 student at the school. It could also include any misbehaviour that could have repercussions for the orderly running of the school, pose a threat to another member of the school community or member of the public, or could adversely affect the reputation of the school.

Recording Of School Meetings

A school is not a "publicly accessible space." Parents are therefore not permitted to film or record conversations on school premises without prior consent. Any unauthorised recording or the public sharing of such material may constitute a breach of data protection or privacy laws. The school reserves the right to take appropriate legal action where necessary.

Use Of Mobile Phone

Mobile phone policy: Mobile phones, smart watches and other electronic devices (including speakers) must always be out of sight, turned off and stored in the student's bag. If a student 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 student to bring a mobile phone onto the premises where a student has previously refused to hand the phone over or where the phone has been used inappropriately.

Full expectation of the school's mobile phone policy is detailed in a separate 'Mobile Phone and Mobile Device Policy' [Click Here](#)

Use Of Social Media

There may be times where, as a parent/carer, 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 recognise that social media is a common way for parents to share views and experiences. However, negative or inappropriate comments made publicly about school staff can cause distress, harm professional reputations, and may amount to harassment, defamation, or cyberbullying.

Parents are therefore expected to:

- Raise concerns about the school or its staff **directly with the school** through the appropriate complaints procedure.
- Refrain from posting disparaging or defamatory remarks about staff, pupils, or the school on social media.
- Understand that the school may take further action where social media posts cause harm, including seeking legal advice or involving relevant authorities.

Searching, Screening and Confiscation.

Banned items in school

The headteacher and staff authorised by the headteacher have a statutory power to search a student or their possessions, without consent, where they have reasonable grounds for suspecting that a student 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/vaping fluid
- lighter/matches
- pornographic material
- materials linked to extremism or hate crime
- aerosols
- nail polish
- chewing gum
- energy drinks/isotonic drinks/caffeine-based drinks
- carbonated/fizzy drinks
- water pistols
- electronic games
- stolen items
- mobile phone that are 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 students 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.