



Behaviour Policy

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Approved by Governors: Sept 2021

Review date: Sept 2022

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Exclusion from maintained schools, academies and pupil referral units in England – DfE statutory guidance
- The school discipline (Pupil exclusions and reviews) (England) Regulations 2012
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Our vision is that Kantor King Solomon High School is built on the modern Orthodox Jewish values of community, charity and learning. We believe that all staff and students have the right to feel safe and secure. School life should be characterised by the ability to learn and develop in a calm and purposeful environment built on mutual respect for modern Jewish and British values. Our expectations are that staff and students will behave in an appropriate and socially acceptable way and we believe that any form of discrimination is unacceptable. Every member of staff has a key role in applying this policy consistently and promoting and sustaining the highest standards of behaviour for learning.

All students will:

- Treat other young people and adults and their property with respect
- Speak politely to other people
- Aim for 100% attendance and punctuality
- Take care of all school equipment and buildings
- Take care of themselves and their property

We will not accept mis-behaviour of any sort. **Examples of mis-behaviour** are not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Verbal abuse / rude or inappropriate language
- Disobeying teacher instruction
- The inappropriate use of electronic devices

Examples of serious mis-behaviour are not limited to:

- Any form of bullying or intimidation – please see our Anti-Bullying policy
- Willful and repeated transgression of protective measures in place to protect public health and safety
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting, acts of aggression or any form of physical violence
- Smoking
- Anti-Semitic, racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: knives, bladed items, multi-tools or weapons

- Alcohol
- Illegal drugs or 'legal highs' for example laughing gas
- Stolen items
- Tobacco, cigarette papers, electronic cigarettes, shisha pens, matches, lighters or liquids
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

5. Uniform

- 5.1. Kantor King Solomon High School believes that uniform plays a valuable role in contributing to the ethos, setting an appropriate tone and instilling pride in the school. Uniform supports positive behaviour and discipline, encouraging identity with, and support for, the school's ethos. It promotes a strong, cohesive, school identity that supports high standards and a sense of identity amongst students. If some children look different to their peers, this can inhibit integration, equality and cohesion. Uniform ensures students of all races and backgrounds feel welcome and it protects children from social pressures to dress a particular way.
- 5.2. Appropriate hairstyles that are not extreme form part of school uniform expectations as do expectations of as jewellery that is permitted to be worn. See the uniform list on the school website for details.
- 5.3. School uniform includes clothing required for Physical Education (PE); see uniform list for details.
- 5.4. Students who come to school inappropriately dressed will be sanctioned. In years 7-11 students will be given an after-school detention, in years 12-13 students will be sent home. If a student persistently breaches the school uniform code then this can lead to exclusion from school in accordance with the legal requirements for exclusion
- 5.5. Some items of uniform may be lent to students in return for their mobile phone or oyster card or purchased from the school office, for example lanyards, ID cards and kippot.

6. Roles and responsibilities

6.1 The Governing Body

The Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1).

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

6.3 Staff

The management of student behaviour is the responsibility of **all** staff at **all** times. It needs to be understood that consistent implementation of agreed systems not only provides the framework within which effective learning can take place but also provides support for colleagues.

Staff will:

- Implement the behaviour policy consistently
- Model positive behaviour
- Treat all children and adults with respect
- Speak politely to each other
- Build student confidence using positive reinforcement
- Avoid using sarcastic or critical language
- Recognise and celebrate student effort and success regularly
- Work in partnership with and keep parents informed about positive and negative behaviours
- Challenge unacceptable behaviour
- Provide a personalised approach to the specific behavioural needs of particular pupils

If unacceptable behaviour occurs, members of staff will:

- Follow the behaviour management process (see appendix 2)

6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

If students cannot comply with these expectations then they may be at risk of exclusion from school

8. Rewards and sanctions

The successful management of behaviour and rewards is central to the school's ethos of providing an environment in which adults and children can develop positive relationships, showing care, consideration and respect for each other and the community. Our rewards policy is designed to encourage and reward students who apply themselves, behave in a commendable way or support the ethos of the school as role models and to develop their own potential.

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- School Value Based Reward points
- Year group competition awards
- Reward badges
- Positive postcards
- Reward trips
- Letters home to parents or carers
- Emails home to parents or carers
- Telephone calls home to parents
- Very Important Person days
- Menschlekeit awards
- Very Independent Person award
- Prize day awards
- 100% attendance prize draws

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

- A verbal reprimand
- Removing the student from the class
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges
- Confiscation of property (including mobile phones used at inappropriate times).
- After School Detentions
- Referring the pupil to the Internal Exclusion team
- Letters, emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on a report card or Pastoral Support Plan
- Community service within school
- Working in isolation from the class
- Internal Exclusion
- Referral to alternative provision
- Fixed term exclusion
- Permanent exclusion

We may use the internal exclusion room in response to serious or persistent breaches of this policy. Pupils may be referred to the internal exclusion room by middle or senior leaders during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The internal exclusion room is managed by Ms. Jeffers and falls under the responsibility of the DHT Pastoral.

Parents will be notified before the end of the school day if their child is being held in after school detention. Students who fail to attend a detention or who behave poorly in detention will be subject to further sanction including senior team detentions or internal exclusion.

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved, such as on a school trip or on public transport where behaviours have occurred that may affect or harm others, or bring the school into disrepute.

8.3 Malicious allegations

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

At Kantor King Solomon we believe that most students want to learn and be successful however some students will test the boundaries of acceptable behaviour. Success is measured not by an absence of problems but by the way we deal with them. In general, students who are provided with good quality, differentiated learning opportunities will behave appropriately.

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh whenever possible
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Making reasonable adjustments to sanctions or expectations for students with specific needs
 - Conducting a restorative conversation with any pupil removed from their lesson due to disruptive behaviour

9.2 Use of reasonable force

In some circumstances, staff have a legal right to use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Control means passive contact, such as standing between students or blocking a student's path, to actively lead a student by the arm away from a classroom or difficult situation. **Restraint** means to hold back physically or to bring students under control; for example where two students are fighting or refusing to separate without physical intervention.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible. School staff will always try to act in a way that will minimize the chance of injury to the student but this may not always be possible.
- Reasonable force may be used to enforce a search for any item on the prohibited item list (see section 3)
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Reasonable adjustments will be made for students with disabilities and special educational needs in line with the Equality Act.
- Where there is on-going restraint required to ensure the safety of a child/ children a support plan will be put in place to address the concerns.
- Be recorded and reported to parents
- Staff will be trained in the use of appropriate and reasonable force

9.3 Pupil support

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

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

10. Searching, screening and confiscation

The school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that school discipline is maintained.

- Under this authority we reserve the right to search and screen students under the following circumstances and to confiscate prohibited items as detailed in section 3.
- Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the student.
- Searching should be carried out by a member of staff who is the same sex as the student. There must also be another member of staff present. There is limited exception to this; if there are reasonable grounds to believe that there is a risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practical to summon another member of staff.
- Members of staff who have the authority to search are the Head Teacher, Senior Leadership Team, Heads of Year or Heads of Department.
- Parents will not be informed prior to a search or to seek parental consent.
- Parents will be informed if screening or searching uncovers items that will result in disciplinary action or police involvement.

10.1 Searching with consent

- We can search students **for any** item with consent from the student
- Parental permission or pre-notification is not required
- We do not require written or formal consent in advance of a student search; it is enough for a teacher to ask a student to turn out their pockets, empty their bag and allow access to a search

of their school locker. If a student refuses then the student will not be forced to turn out their pockets however their refusal will be noted and sanctions may be applied – see below.

10.2 Searching without consent

- If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required
- The Head Teacher and any authorised staff have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that a student may have one of the banned items (see section 3).
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips or in training settings.
- A student refusing to co-operate with a search will be subject to disciplinary action by the school which may include but is not limited to after school detention or fixed term exclusion.

10.3 Screening

- We reserve the right to require students to undergo screening by a walk through or hand-held metal detector with or without the consent of students; this screening may be carried out by any member of staff whether or not they suspect the student of carrying a weapon.
- All students are expected to comply with a request for screening which involves no physical contact
- If a student refuses to comply, we may refuse the student access to the school premises under our duty not to expose students, staff or visitors to risks to their health and safety. The absence will be recorded as an unauthorised absence not as exclusion.

10.4 Electronic devices

- School staff may examine data files held on personal devices during a search if they believe they have good reason to do so i.e. they reasonably suspect that the device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.
- In determining a good reason to examine or erase data files, school staff must reasonably suspect that the data or file could be used to harm, disrupt teaching or break school rules
- If the device is returned, relevant files may be retained by the school to support disciplinary action or where appropriate to be passed on to the police or Safeguarding teams.

10.5 Confiscation

- School staff can seize any prohibited item found as a result of a search
- Staff can also seize any item which is found and considered to be harmful or detrimental to school discipline; this includes deleting electronic items or passing illegal material onto the police
- Depending on the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable
- Confiscated weapons, knives, bladed items, items believed to have been stolen and illegal drugs will be passed onto the police or disposed of by the school

11. Exclusion from school

All decisions to exclude a pupil from school may only be made by the Head Teacher Exclusions are used infrequently and only where there has been a serious breach or persistent breaches of the school's behaviour policy.

11.1 Permanent exclusion from school

Permanent exclusion from school will be considered for the following offences:-

- Use of or possession of weapons, knives or bladed items
- The possession of or use of drugs on the school site

- Drug dealing
- Serious threats of and actual use of violence
- Bullying or discriminatory abuse including but not limited to Anti-Semitic, homophobic, racist or sexual
- Persistent and serious breaches of the school behaviour policy
- Where the school believes that a child's presence in school represents a serious threat to others

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher/Deputy Headteacher Pastoral and governing body annually. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to and should be read in conjunction with the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy

Appendix 1: Written statement of behaviour principles

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

The governing body also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

Appendix 2: The Positive Behaviour Management Process

The successful management of behaviour and rewards is central to the school's ethos of providing an environment in which adults and children can develop positive relationships, showing care, consideration and respect for each other and the community. Our rewards policy is designed to encourage and reward all students who apply themselves, behave in a commendable way or support the ethos of the school as role models and to develop their own potential.

It is an expectation of every teacher during every lesson to award 1 of each **School Based Value (SBV)** for demonstrating:

1. Love of Learning
2. Personal Development
3. Acts of Kindness

Students are also able to accumulate **Reward Based Points (RBP)**. Reward Points are given by teachers for many reasons. Students can accumulate one Reward Based Point for representing the school and other positive behaviours in a variety of ways.

Reward Processes

Below is a list of the rewards students receive when they reach the following number of reward points across a variety of timescales. These are regularly reviewed to ensure impact and fairness for students.

Accumulating a higher number of SBV's or RBPs will lead to a variety of further rewards such as:

- Positive Postcards
- Reward Trips
- Very Important Person (VIP) days
- Menschlekeit Award
- Prize Day Awards
- Other awards e.g. Math's Oscars
- 100% Attendance Prize Draw

Across one Academic Year		
Number of Achievement Points	Reward to be Given	Actioned by
15, 70	Phone Call home from Form Tutor	Office to inform Form Tutor, AHoY and HoY and AHT- FT to hand out.
25, 120	Phone Call from AHoY	Office to inform Form Tutor, AHoY and HoY and AHT
40, 170	Phone Call home from HoY	Office to Inform Form Tutor, AHoY and HoY and AHT
200+	Special Award by Headteacher	Office to Inform HoY and AHT
Across their Academic Career		
100	Bronze Badge	Office to Inform HoY and AHT
250	Silver Badge	Office to Inform HoY and AHT
350	Gold Badge	Office to Inform HoY and AHT
500	Platinum Badge	Office to Inform HoY and AHT

Highest Number in Form	Student with the most reward points in a form given a lunch pass to jump the queue. If a tie-student with the best attendance gets the pass	Office to Inform Form Tutor, AHoY and HoY and AHT-FT to hand out.
3+	Letter of Achievements to be sent home	Office to send letter-FT, AHoY, HoY and AHT to be informed
Half Termly		
Top ten students in each year group	Letter to be sent home detailing their achievements	Office to send letter-FT, AHoY, HoY and AHT to be informed
Top Student in each Year	VIP Day	Admin Staff to Action
100% Attendance	Certificate in Assembly- Students receive 5 reward points	Actions by Admin Staff

Behaviour Processes

Below is a list of what happens when students receive the following number of behaviour points across a variety of timescales. These are regularly reviewed to ensure impact and fairness for students.

Across one Academic Year		
Number of Behaviour Points	Action to be taken	Actioned by
10 and then every 20 after this	<p>Each trigger results in a student going on a report for four weeks with their form tutors.</p> <p>If this is not successful, it moves to a four-week report by AHoY or HoY with other appropriate strategies. At all stages, parents are informed. If this is not successful then this moves to a report with SLT.</p> <p>When students move to a five-week SLT report, parents are called in for a meeting with whoever they are on report with and it is explained that their child is at risk of exclusion.</p>	Office to tell HoY to monitor
Weekly		
3+	Letter home detailing incidents-warning of next trigger	Office
5	One day Internal Exclusion	Office to Report/HoY/Pastoral Staff
Half Termly and Termly		
Top 5 Termly	SLT will meet the least well behaved in each year group's parents and explain that their child is at risk of exclusion.	Office to Report/HoY/Pastoral Staff
Top 15 in school half termly	Inclusion Manager to meet during a period 5	Office to Report/Pastoral Staff

Appendix 3: Pupil Support Plan (PSP)

Reporting Stage	Notes
<p style="text-align: center;">1 (Green Report) Head of Year</p> <p style="text-align: center;">3 Weeks</p>	<ul style="list-style-type: none"> - A student progresses to this stage when a Head of Year notices negative behaviour patterns across lessons and/or around school. - Parents informed through a telephone conversation. Explanation of intervention that KKSHS is putting in place for the student to support them making appropriate behaviour choices. - Student reports to HOY at the end of each school day. The report is signed by parents/carer each day. - Reviewed after 3 weeks (quarter termly). Parents informed of progress and next steps.
<p style="text-align: center;">2 (Yellow Report) AHT Pastoral</p> <p style="text-align: center;">4 weeks</p>	<ul style="list-style-type: none"> - A student progresses to this stage when behaviour shows no, or inadequate signs of improvement when being monitored on a green report. -Parents informed of progression to this stage through a meeting with Head of Year. Green Reports used as evidence. Explanation of additional intervention that we are putting in place for the student to support them in making appropriate behaviour choices. -Reviewed after 4 weeks in a parental meeting. Parents informed of progress and next steps. DHT (Pastoral) to be present if pupil is progressing onto a Red Report.
<p style="text-align: center;">3 (Red Report) DHT Pastoral/HT</p> <p style="text-align: center;">5 weeks</p>	<ul style="list-style-type: none"> - A student progresses to this stage when behaviour continues to show no, or inadequate signs of improvement when being monitored on a yellow report. -The Student is on report to DHT Pastoral in first instance. DHT to check and ensure that intervention for pupil is ongoing and to ask HoY for progress within each intervention. - Reviewed after 3 weeks in a parental meeting. Parents informed of progress and the next steps, which at this point could include monitoring by Head Teacher, Managed Move, time spent at the RAP. - Final review meeting after further 2 weeks to determine next steps, which may be Permanent Exclusion.
<p style="text-align: center;">Reintegration after FTE (White Report)</p>	<ul style="list-style-type: none"> -Reintegration Meeting held with student and parent held by either DHT or HT. -Parent and student reminded of 'KKSHS Expectations - Student to complete a white report card for one week if FTE incident is a one-off and the pupil is not on the PSP structure. This can be converted into <i>Week 1 on Green Report</i> if behaviour in this first week after the FTE is poor.

Appendix 4: Checklist for carrying out a search

If you are carrying out a search of a student, bag or locker then please ensure this checklist is followed and not deviated from. Once you have completed the search please leave a copy of the checklist on the students file with the date of the search and your signature showing you have followed the checklist. The answer to one of the first two questions must be yes in order to proceed.

- Have you been asked to carry out this search by a member of SLT?
- If not, have you significant grounds to suspect the student is carrying or concealing an item that constitutes an immediate health and safety risk to the student or others?
- There are two members or staff present, one conducting the search and one observing.
- The person conducting the search is the same sex as the student being searched
- The student has placed their bag on the table
- The student has been asked to remove their coat or blazer and empty the contents on to the table
- The pockets and lining of the student's coat or blazer has been checked by either member of staff
- The student has been asked to turn out the pockets in their trousers and place contents on the table
- If the student is wearing boots or footwear that covers the ankle the student has been asked to remove these
- If the student is wearing trousers they are asked to roll the trouser legs just above the ankle to ensure there is nothing concealed – this is checked with a visual check. If the student is not wearing trousers a visual check is carried out. Once this visual check has been performed the student should replace their footwear.
- The student has held their arms up by their sides so that a wand can be used, the wand should be held just away from the student and used as per the training to check the four quadrants of the body.
- The student is given the opportunity to replace items into their pockets.
- The student's bag is opened and the contents placed onto the table, all pockets on the bag should be checked.
- The student is given the opportunity to replace the contents of their bag.
- If a prohibited item was found at any point in the search it was confiscated and taken to the Head Teacher, Deputy Head or the member of SLT who asked you to perform the search.
- If the student is found to be carrying a prohibited item they should be escorted to Internal Exclusion and an investigation completed.
- This form has been signed by the person who conducted the search, dated and given to the office for filing.

Appendix 5: Checklist to be used following the use of reasonable force to restrain a student

In the event that a member of staff has had to use reasonable force to restrain a student, the following must be done by the member of staff or their line manager.

- The student who was restrained should be escorted to a place of safety to calm down, for example the offices of a member of senior leader, the Head of Year office or the medical room. They must never be left alone in that room.
- If there is a medical emergency or injury then the medical officer must be called to the scene immediately.
- Once the student is calm, they should be asked to write an incident report; if the student needs medical attention this must come first.
- The incident should be brought to the attention of the appropriate Head of Year, Assistant Head, Deputy Head or Head Teacher who will open a formal investigation.
- The line manager (or another member of school leadership of the teacher who had to use reasonable force) should ensure that member of staff is well, unharmed and able to resume duties. If not this must be brought to the attention of the Head or Deputy Head.
- The teacher who had to use reasonable force should submit a statement to the person carrying out the investigation.
- Once the student is safe and calm either the medical officer, the Head of Year or another appropriate person known to the student or their family should call home and explain the following:-
 - the student is safe and calm however was involved in an incident which led to physical restraint being used
 - the general circumstances and reason for the restraint to reassure the parent that this was reasonable force – do not use any other student names
 - that there is a formal investigation been undertaken and the relevant Head of Year or member of SLT will be in contact once this has been completed and any further sanctions will be decided on at the conclusion of the investigation.

Appendix 6 – The Behaviour Investigation Process

If a child has been involved directly with a behaviour incident or has witnessed an incident of poor behaviour in school for which an investigation is required, they may be asked to write a statement by a member of the Pastoral Team. Staff members may also be asked to produce a statement detailing events if it is suggested that they have witnessed an incident of poor student behaviour.

The following steps are in place to guarantee the safety and well-being of every student/staff member involved in this process. These steps are actioned by the staff member investigating the incident under the guidance of the Deputy Head Teacher (Pastoral):

Ensure that the behaviour incident itself is contained and that the situation has been assessed. This includes:

- Dealing first and foremost with any immediate hazards and emergency first aid situations.
- The separating of any pupils involved in any incident through delegating their care to staff following up on the behaviour incident. This will diffuse the situation, prevent collusion and ensure pupils are provided with appropriate medical support and reassurance.
- Preservation of any evidence e.g., graffiti, damage caused to property. In the event of not being able to preserve the evidence then photographic and witness evidence may be gathered and secured.
- Continuing to assess the situation and recording significant factors as soon as is practically possible – this is not statement taking, but it facilitates the informing of initial decisions.

Together with the DSL/SENDCo, ensure the nature of the incident and make an initial decision on whether to refer to police or social care for advice or action.

Ensure that alleged perpetrators, victims and witnesses of a behaviour incident are asked to provide their account or statement of the incident in a secure environment that is monitored by a member of staff.

Ensure that alleged perpetrators, victims and witnesses make their statements independently of one another so that the investigation remains objective and any question of collusion is negated. For this reason, the speed of follow-up should be swift.

Ensure that if any alleged perpetrator refuses to provide a written statement then this is documented. This is to qualify that staff involved in the investigation had tried all means to obtain this information, depending on the reason given for refusal.

Ensure that when asking for a statement to be written, consideration is given to students' age, aptitude and ability, in terms of the process and the appropriate format chosen (whether information is provided in written form by the student or scribed by an LSA).

Any **witnesses** to a behaviour incident must be informed:

- Of the time and place of the alleged incident. However, this does not include the giving of any unnecessary details, as their statement needs to reflect their recollection of what occurred.
- That the investigation will be fully investigated in a fair manner, outlining that this is their opportunity to ensure that their voice is heard.
- That everyone who is known to be involved in the incident will be asked to give a statement, including the alleged perpetrator(s)/victim(s) and all witnesses (both pupils and staff).
- How important their honesty of recollection is and that their statement will be used as part of an investigation into the incident.

- That personal information they provide will be treated with sensitivity and not disclosed to anyone unnecessarily.
- They will not be asked to attend any meetings in person because they have made a statement. If their statement needs to be used, then it will be done so anonymously. Their name will not be shared.

Any alleged **perpetrator** to a behaviour incident must be informed:

- Of the basis of the case against them, inclusive of a description of the alleged offending behaviour and the time and the place of the incident.
- That the investigation will be fully investigated in a fair manner, outlining that this is their opportunity to ensure that their voice is heard.
- That everyone who is known to be involved in the incident will be asked to give a statement, including any other alleged perpetrator(s)/victim(s) and all witnesses (both pupils and staff).
- How important their honesty of recollection is and that this statement will be used as part of an investigation into the incident.
- That personal information they provide will be treated with sensitivity and not disclosed to anyone unnecessarily.

Ensure that all written statements pertaining to an incident are collected and collated within a KKSHS investigation cover sheet. No formal decision on a sanction or course of action is to be made until all required statements have been collated within an investigation pack.

Ensure that the complete investigation pack is presented to the DHT Pastoral or assigned member of the School Leadership Team by the relevant Head(s) of Year. It should be presented with recommended sanctions based on the actions of the students that have taken place.

If there is reason for a period of Fixed Term Exclusion to be recommended, then this case must be presented to the HT by the DHT Pastoral.

An agreement of sanctions must be signed off by the DHT Pastoral/HT before sanctions are actioned. The sequences of events and any assigned sanctions are always made on the ***balance of probability standard***.

Ensure that the parents/carers of perpetrators, victims and witnesses are made aware of the behaviour incident that has been investigated and of any attached sanctions and/or actions for their child.

Ensure that following the sign-off of sanctions, the complete *Behaviour Investigation Pack* is filed securely in the individual school file of the perpetrator. Where there is more than one perpetrator, copies of the pack are made and placed in each file.