

**Rewards & Behaviour Policy****Values: Aspiration, Resilience, Respect**

Our values are aspiration, resilience, and respect. They represent the core ideals of our College and provide a shared understanding of what is important. Instilling these values in our College community will create a cohesive and harmonious environment.

Values need to be embraced and integrated into daily practice and interactions. In this way, they contribute to the development of a positive and inclusive culture.

Aspiration:	<ul style="list-style-type: none">• We believe in high aspirations for all• We pursue them with passion and commitment• We believe in the power of aspirations to drive success
Resilience:	<ul style="list-style-type: none">• We have the strength to adapt• We are receptive to change• We recover from adversity
Respect:	<ul style="list-style-type: none">• We value each other and our environment• We build positive relationships that strengthen our community• We treat others with kindness and empathy

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1. Overview

Kings International College expects:

- All students to show respect and courtesy towards teachers, staff, visitors and towards each other.
- Parents to encourage their children to show respect and support the Colleges authority to discipline its students.
- The headteacher to help create a culture of respect by supporting the staff’s authority to discipline students and ensuring that this happens consistently and fairly across the College.
- The governing body and headteacher to deal with allegations against teachers and other College staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is subject of the allegation.
- Every teacher will be good at managing and improving students’ behaviour.

2. Rationale

The Kings vision, mission, and values shape how the College approaches behaviour for learning. The aim is to create an environment that encourages aspiration, equip students with the skills and knowledge to pursue their passions and to contribute meaningfully to the local community.

Our Vision, Mission, and Values

Vision - To ignite and fulfil aspirations

Mission - To provide an exceptional standard of education founded on excellence, opportunity and community cohesion

Values -

Aspiration	We have high aspirations for all We pursue them with passion and commitment We believe in the power of aspirations to drive success
Resilience	We have the strength to adapt We are receptive to change We recover from adversity
Respect	We value each other and our environment We build positive relationships that strengthen our community We treat others with kindness and empathy

All members of the Kings International community have a right to a safe and challenging learning environment. Mutual respect amongst all members of the College community lies at the heart of this policy. Kings International expects behaviour to be of a high standard throughout the College Day, when travelling to and from College and whilst participating on trips and visits.

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be challenged and sanctioned. Positive relationships between and with students are the key to good behaviour. Students learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and if an individual does not respond consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the College community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.

The policy will therefore:

- a. build upon the good practice that exists within the College;
 - b. support effective teaching and learning;
 - c. encourage adherence to an agreed set of principles of behaviour for the whole College community (Rights and Responsibilities);
 - d. help members of the College community to distinguish between acceptable and unacceptable behaviour;
 - e. contribute to promoting mutual respect and tolerance in our multi-cultural and multi faith College community;
 - f. develop the inclusive nature of the College.
- The College will communicate the Behaviour Policy to all new and existing students through its expectations, code of conduct and website as well as in assemblies, tutorials and within the curriculum, where appropriate.
 - The College will communicate the policy to all teaching and non-teaching staff by providing copies of the policy through the staff training programme, electronically and through new staff induction
 - The College will communicate its policy to parents and carers annually via the College Website or upon request.
 - The Behaviour Policy will be reviewed regularly by the College community and continually revised and developed in response to identified needs.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1). The governing board will also review this rewards & behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

3.2 The Headteacher

The Headteacher is responsible for reviewing this rewards & behaviour policy in conjunction with the governing board giving due consideration to the College's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the College 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.

3.3 Staff

Staff are responsible for:

- Recognising and rewarding the achievements of all students

- Provide a consistent approach to behaviour management
- Ensure that where practicable, reasonable adjustments are made with students that are on the SEND register
- Promote high standards of behaviour, respect, and tolerance, whilst where possible, preventing all forms of unacceptable behaviour, including bullying
- Create a culture in which students always feel safe so that Kings equips students to be tolerant, caring, and active citizens both in Kings and in the wider community
- Modelling positive and respectful behaviour
- Recording behaviour incidents accurately

The senior and middle leaders will support staff in responding to behaviour incidents.

3.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the College of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly
- Support the expectations of the Rewards & Behaviour policy
- Use the complaints process if they are unhappy with a sanction

4. The Behaviour Policy also links to the following policies:

- [Child Protection & Safeguarding policy](#)
- [Anti-Bullying policy](#)
- [Attendance policy](#)
- [Equality, Diversity & Inclusion policy](#)

5. Legislation and statutory requirements

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

- [Behaviour in Colleges: advice for headteachers and College staff 2022](#)
- [Searching-Screening-confiscation](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [College suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)
- [Use of reasonable force in Colleges - GOV.UK \(www.gov.uk\)](#)

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 College's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires Colleges to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give Colleges the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained Colleges must publish their behaviour policy online

6. Acceptable and Unacceptable Behaviour (Appendix 2)

The staff at Kings aim to "catch students getting it right." The foundations of excellent behaviour come from an environment whereby students feel safe and take pride in their work, their appearance, and their College. Recognising student achievement and rewarding it helps create a positive learning environment for all.

This College defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the College community in terms of relationships between students, between students and teachers or other College staff or between students and visitors or other persons within the College premises or outside.

The College identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour (Appendix 2). The College also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

The College regularly communicates the standards of acceptable and unacceptable behaviour to students, parents and carers through newsletters, individual letters, assembly, tutorial and PSHE lessons.

The College communicates the standards of acceptable and unacceptable behaviour to staff through the Staff Training Programme.

6. Code of Conduct (Appendix 3)

Students are expected to actively uphold the Rights and Responsibilities detailed in Appendix 3.

7. Standard Operating Procedures for Classroom Management (Appendix 4)

All staff are expected to manage behaviour well. The College operates a system of standard operating procedures which aims to maintain good order and discipline to enable effective learning to take place. These are communicated through formal staff training and the staff sharepoint. Behaviour is monitored in lessons by:

- Analysis of recorded behaviour related incidents
- Lesson Observations and Learning Walks, including drop-ins
- Duty staff patrolling the College
- Student, parent and staff surveys and student forums and via the College student leadership team.

Please see Appendix 4 for standard operating procedures.

8. Students' conduct outside the College gates

Teachers have a statutory power to discipline students for misbehaving outside of the College premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In response to all non-criminal poor behaviour and bullying which occurs anywhere off the College premises and which is witnessed by a member of staff or reported to the College, the College will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any College-organised or College-related activity;
- travelling to or from College;
- wearing the College uniform;
- in some other way identifiable as a student of the College;
- misbehaviour at any time, whether or not the conditions above apply, that:
 - a) could have repercussions for the orderly running of the College;
 - b) poses a threat to another student or member of the public;
 - c) could adversely affect the reputation of the College.

In response to criminal behaviour the College will report this to the police or if it is brought to the College’s attention by the police fully cooperate with them.

9. Recognition and Rewards

The College will promote good and improved behaviour by students through a rewards system that is consistent and meaningful to students.

Kings recognises student success in many ways, with students receiving ARR reward points in EduLink One.

Category	No. of points	Examples
Aspiration	1	<ul style="list-style-type: none"> • Excellent class work • Excellent homework or NEA (Non-Examined Assessment) • Excellent use of skills such as ‘word of the week’ • Representing the College or House
Resilience	1	<ul style="list-style-type: none"> • Demonstrating perseverance when attempting challenging work • Excellent effort in class, homework, or ECA • Personal achievement
Respect	1	<ul style="list-style-type: none"> • Valuing and respecting differences • Showing courtesy to others • Showing consideration of other feelings • Considering and valuing the opinion of others • Being helpful to others • Respectful of College environment • Contribution to wider community

9.1 Celebrating Rewards

- Daily: Staff will recognise students who display positive behaviour with ARR points, verbal praise or by sending positive communication home.
- Weekly: Each week in assembly, Year Leaders will recognise both the tutees of the week – one student from each tutor group (nominated by their tutor) and any additional achievements e.g., achievement outside of Kings. Over the course of the term additional rewards will also be awarded for reaching certain ARR point thresholds.
- Termly: Each term, Year Leaders and Curriculum Leaders will allocate a ‘star student’ based on students who have excelled across the categories in their subject area or year group, from each year group. There is also an opportunity to celebrate the highest number of ARR points received.

- Yearly: Each year the College holds a Celebration of Achievement assembly recognising excellent work from students from across the College. There will also be special recognition from the Headteacher.

The College will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

10. Early Intervention

- The College recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management.
- The College will take steps to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of inappropriate behaviour.
- The College will provide training for staff in order to promote positive and consistent behaviour standards within the College.
- Parents and Carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.
- The College will take steps to identify students who may benefit from early intervention through the effective management of transition points at all Key Stages.

11. Recognising the impact of SEND on behaviour

The College recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the College will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the College's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the College must co-operate with the local authority and other bodies

As part of meeting these duties, the College will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

12. Behaviour Support

The College will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This can include:

- Teaching strategies – The Heads of Year and/or SENCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- Mentoring

- Access to alternative curriculum
- Planned “Time Out” - Students who experience difficulty with impulsive behaviour can be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space or person
- Acceptable Behaviour Contract (ABC) - An ABC is used for a period of four weeks when a student returns from a fixed period of suspension or Internal exclusion. It outlines what the student has agreed to do in order to make positive choices.
- Individual Behaviour Plan (IBP) – An IBP is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for them.
- Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal College-based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.
- Learning Support Centre planned interventions - This could mean a short-term intervention delivered by external agencies or mentor.
- Personalised timetable - Set up for individuals to support learning or social, emotional, mental health needs, this could take place through SEN or ELSA
- Referral to and working with external agencies - The College will refer students if our own strategies have not impacted on a student’s behaviour choices.

13. Kings non-negotiables

Kings' non-negotiables bring together the high expectations we strive for and the behaviours we believe our students can always achieve. The non-negotiables are the things we believe our students can achieve 100% of the time. For example, always wearing the correct uniform, being punctual to college in the morning and to every lesson and always having the correct equipment. We are therefore determined to work with staff, parents, and students in breaking down any barriers to support students who struggle to achieve these non-negotiables

1. Uniform – all students should be in full uniform, worn correctly all the time
2. Punctuality – all students should be punctual to tutor and lessons all the time
3. Equipment – all students should have the full and correct equipment and kit all the time

14. Mobile phones

It is at the discretion of the Headteacher that students are allowed to have a mobile phone on-site. Mobile phones can be used before the start of the College day until the College bell rings at 8.40. After this bell, the College day has begun, and mobile phones should be off and in student bags. At the end of the College day, signalled by the College bell at 3.00, students are once more able to get out and use their mobile phone.

With permission from staff, a student may get out and use their phone to aid an element of the lesson or to check EduLink for a timetable. Students must get permission first before using their mobile phone or risk having the phone confiscated.

Students using their mobile phone during the College day without permission from staff should expect to have their phone confiscated and handed to main reception. Students are then able to collect their phone at the end of the College day.

In cases where students have a mobile phone confiscated more than three times in a year, they should expect the phone to be retained by the school until their parent/guardian collects it.

15. Start and end to every lesson

The start and end of every lesson should be consistent across the College to ensure a calm and focused beginning and end to learning. Students should

- enter the classroom quietly
- get all equipment out
- ensure uniform is correct
- stand silently behind chairs
- only sit down once instructed
- begin work immediately by entering the title/date for the lesson and completing starter activity

16. Sanctions

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices which make a clear distinction between serious and minor infringements of the Code of Conduct. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of students for the misdemeanours of a few. The College has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students.

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all Colleges the 'Power to Discipline'. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the College rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in College or elsewhere under the charge of a teacher, including on College visits.
- Teachers can also discipline students for misbehaviour outside College.
- Teachers have a specific legal power to impose detention outside College hours.
- Teachers can confiscate students' property.

The power extends to other educational settings which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the College to impose the sanction. It also covers sanctions for a failure by the student to comply with those previously imposed on him/her.

In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- whether the sanction was a proportionate in the circumstances;
- any special circumstances which are known to the person imposing the sanction, including:
 - a. the student's age;
 - b. any Special Educational Needs or Disability;
 - c. any religious requirement affecting him/her.

The Headteacher will take account of the following principles in determining and implementing the Behaviour Policy:

- none of the College's sanctions must be degrading or humiliating;
- all rewards and sanctions must be applied fairly and consistently, for example, it is not appropriate to issue a whole class sanction for the misbehaviour of a few;
- all paid staff at the College have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006);
- the Headteacher has the power to withdraw the authority from individual staff or classes of paid staff;
- the Headteacher has the power to authorise any unpaid staff to impose disciplinary penalties.

The Governing Body of the College has agreed that the following 'disciplinary Penalties' may be used.

- Removal from the group/class or particular lesson on a short-term basis

- Detention
- Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum including the College prom
- Completion of work or extra work
- Carrying out a useful task in the College (community service)
- Internal exclusion
- Fixed Term Suspension
- Permanent Exclusion (including Managed Transfer)

17. Detention

Members of staff who have the right to hand out detentions include teachers who work at the College and in addition any other person who has the authority of the Headteacher, these include cover supervisors, supply teaching staff, teaching assistants and staff on duty at break and lunchtime.

Since September 2011 parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of College hours. However, to work successfully with parents, 24 hours' notice will continue to be provided at Kings International College for all detentions after 3.10pm that last longer than 10 minutes. This is due to the unique circumstances of many of our students who collect younger siblings from other Colleges, providing 24 hours' notice allows parents to make other arrangements.

There are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to a practical decision of whether it is appropriate, considering the circumstances of the student.
- A Year leader or a Member of the Senior Leadership Team makes the decision to retain the student after College hours for their own safety, this would not count as detention.

For break and lunchtime detentions staff should allow reasonable time for the student to eat, drink and use the toilet.

Students can be detained for up to an hour at the end of the day. Parents must be given 24 hours' notice, and this should be via the Edulink app. Notification should clearly state why the detention has been given, who has given the detention, where it is being held and for how long.

Staff who give detentions will record the behaviour on EduLink, set the detention for the next available faculty/centralised detention session where applicable, with the reason for the detention listed in the comments section. Staff will inform the student of the detention day when they set it. It is then students' responsibility to check the room and the time of the detention via EduLink. Parents will receive notifications from EduLink regarding the detention.

Faculty detentions will run daily from 3pm until 3.30pm, and centralised detentions will run daily from 3pm until 4pm.

If a student fails to attend an after-session detention for a disciplinary offence without reasonable excuse, normally a more severe sanction should follow.

Circumstances for not detaining a student.

- For certain students a detention might never be reasonable, however poor their conduct. For example, an after-College detention could probably not be imposed on a student who lived so far from College, if the student's **only** means of travelling home was in a bus leaving at the end of the College day and there was no other way the student could get home. However, the onus is on parents to demonstrate any

unreasonableness about the proposed detention. Simple inconvenience to a parent or student in making alternative transport arrangements would not be sufficient reason to withdraw the detention.

- The student has known caring responsibilities which mean that the detention is unreasonable. The times outside normal College hours when detention can be given include:

The times outside normal College hours when detention can be given include:

- any College day where the pupil does not have permission to be absent
- weekends – except those just before or after the half term break
- non-teaching days, usually known as 'training days', 'INSET days' or 'non-contact days'.

Staff wishing to detain students on INSET days or weekends must gain permission from the member of the Leadership Team responsible for behaviour. As a rule, detaining students on these days should be discouraged.

18. De-escalation language

Critical to the success of effectively implementing the Rewards & Behaviour policy is the use of de-escalation language. Kings staff will use language that avoids creating conflict, provides time for students to respond to staff instructions, whilst maintaining high expectations of behaviour for learning. Using these 2 steps enables staff to reinforce standards without taking away from the main thing – high quality teaching.

- Step 1 – A quick in and out interaction: **I notice that.....** you are yet to remove your coat / you are having trouble getting started.... **thank you**. Provide response time – at least three minutes.
- Step 2 – If the student does not respond, a second interaction of **I need you to.....**take your coat off / sit in your allocated seat...**thank you**. Provide response time – at least three minutes.

What can help prevent a sanction being required is reference being made to a positive moment in a previous lesson, e.g., do you remember last week when you demonstrated for the rest of class, **that is who I need to see today**.

19. Actions and consequences

Sanctions are listed below against the corresponding negative choice and identify which members of staff would normally be involved.

This guide is not exhaustive. No guide can ever contain every action a child may commit. Staff must use their judgement if a negative behaviour choice is not listed below. If in doubt staff should consult their line manager.

Some incidents fall into more than one category. A sanction will be given dependant on the nature of the type of behaviour.

N.B On call may be called to High Level Incident, however, it is not a sanction and therefore a sanction will need to be put in place.

At times individual circumstances or the Equality Act 2010 may alter sanctions.

Fixed Term Suspensions and Permanent Exclusion is always at the discretion of the Headteacher.

Data from sanctions is analysed by Heads of Year and SLT. Where patterns are identified intervention strategies must be applied.

Code	Behaviour	Sanctions Available
B1	<p>Low level disruption Failure to bring equipment (Tutor check) Incorrect uniform (Tutor check) No homework submitted by deadline</p>	Verbal warning/ behaviour point
B2	<p>Persistent failure to bring equipment Persistent incorrect uniform Persistent failure to complete homework Late to lesson after second bell</p>	Faculty team / HoY detention Centralised detention
	<p>Persistent low-level chatting / disruption / lack of completion of class work Refusal to follow instructions after warnings Rudeness to another student (not discriminatory)</p>	Faculty team / HoY detention
B3	<p>Persistent from Behaviour Code 1 or 2 – Remove via ON Call Inappropriate language, rudeness to an adult (not discriminatory or insulting) Defiance to a member of staff Single incident of truancy Failure to attend subject/tutor detention Poor behaviour outside class i.e. water throwing, littering Lateness to lesson after the second bell Misuse use of technology, Inc. mobile phone / iPad</p>	Centralised detention Head of Year social time detentions Removal of mobile phone privilege
B4	<p>Persistent from Behaviour Code 3 Defiance to staff “on call” Smoking, inc. e cigarettes or vaping Minor Vandalism to College property / Graffiti Playfighting Rudeness or inappropriate language which is discriminatory or insulting One off incident between students deemed serious for referral to Senior Staff Truancy (missing notification from on-call) Failure to attend detention in B3</p>	Internal exclusion length depending on incident (8.30-5pm) External exclusion at partner College
B5	<p>Persistent from Behaviour Code 4 Bullying of any kind Aggressive defiance Wilful vandalism to College Property</p>	Internal exclusion length depending on incident (8.30-5pm) External exclusion at partner College Fixed period of suspension

	Premeditated or one-off assault on another student Inappropriate language or rudeness which is deliberately racist, sexist, sexual, homophobic or discriminatory Threatening behaviour towards a member of staff Theft (depending on nature) Bringing the College's name into disrepute (dependent on nature of incident)	
B6	Persistent from Behaviour Code 5 Possession / Intoxication of illegal substances Serious and ongoing bullying Assault on a student / member of staff Extremely serious damage of property or building Sexual or indecent assault Serious threatening behaviour towards a member of staff Disrupting the Internal room or not following instructions whilst internally isolated Theft (depending on nature) Bringing the College's name into disrepute (dependent on nature of incident)	Fixed Term Suspension (depending on the circumstances could lead to Permanent Exclusion or Managed Transfer) (Length dependent on incident to a maximum of 45 days in one year)
B7	Persistent from Behaviour Code 6 Being in possession of an offensive weapon Dealing of Illegal substances Theft (depending on nature) Potentially any one-off event deemed so serious that the inclusion of the student as part of the college is not compatible with good order and discipline Making a malicious allegation against a member of staff which could have jeopardised their employment Extremist behaviour / act Bringing the College's name into disrepute (dependent on nature of incident)	Permanent Exclusion (A Managed Transfer could be offered in certain circumstances)
L 1	Late to College Failure to attend punctuality detention	Break time detention (same day) Break and lunch community service

19.1 On-Call Procedures

Kings International College operates an On-Call system for teaching staff. All lessons are timetabled with an appropriately trained member of the College's Middle and/or Senior Leadership on duty. In cases where a student's behaviour reaches the threshold for removal from a lesson staff will follow the process below

1. Student conduct reaches criterion described in B3 (above).
2. Teacher sends for "On call" using Edulink and includes description of reasons in comment (eg "[name] B3 repeated disruption" or "[name] B3 repeated defiance")
3. Staff "On call" attends lesson, removes and rehouses the student
4. Teacher records incident on Edulink and sets sanction

Students removed from a classroom will be rehousing into another appropriate learning environment, where possible, with a senior member of staff. Students who have EHCP requirements will be considered and will continue to receive their learning support if removed from a classroom.

Following a classroom removal, support will also be offered to the teacher who has initiated the removal by the Heads of Department, or in the case of a Form Tutor, Year Leaders.

19.2 Internal exclusion

Internal Exclusion is Kings International College's most serious in-College sanction. A student may only be placed in internal exclusion by the Headteacher or a member of SLT.

During this time students will work under staff supervision from 8.30 am – 5pm. The Parent(s)/Carer(s) with their child will then attend a face-to-face meeting with a senior member of staff or Year Leader where the seriousness of the misbehaviour will be set out and expectations of standards refreshed. The Parent(s)/Carer(s) will receive notification about how expected standards of behaviour have not been met which led to the internal exclusion.

If an incident needs to be investigated a student may be removed from timetabled lessons and social time whilst the incident is being investigated. Some investigations can take longer than a day. If by the end of the day an investigation has not been concluded, the member of staff completing the investigation will be required to make contact home, by phone call, to update parents.

Should it be determined an internal exclusion sanction is appropriate after an extended investigation, then liaison will be via the Assistant Headteacher with responsibility for behaviour or any member of the Senior Leadership Team in their absence. A letter will be sent home on the day informing parents of Internal exclusion and a phone call must be made home.

Students that are Internally excluded must report to the main reception at 9am and hand in their phones and wait to be collected. They will follow a specified day with time set aside for collecting/eating lunch or toilet breaks.

Any misbehaviour/refusal/defiance whilst internally excluded will automatically lead to either a Fixed Term Suspension or a requirement to repeat the day. An ABC will be completed and monitored by the Year Leader year and tailored behaviour interventions put in place to enable the student to move forward positively.

19.3 External exclusion at partner College

This is a transfer to another College where the student will be internally excluded via their policies. This is an alternative to a fixed term suspension. Work will be provided for the student to complete. The Parent(s)/Carer(s) with their child will then attend a face-to-face meeting with a senior member of staff or Year Leader following the exclusion, where the seriousness of misbehaviour will be set out and expectations of our standards refreshed.

19.4 Managed move

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream college permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new college. If a temporary move needs to occur to improve a student's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the student's best interests.

Where a pupil has an EHC plan, the relevant statutory duties on the new college and local authority will apply. If the current college is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both colleges and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Managed moves should be offered as part of a planned intervention.

If a parent believes that they are being pressured into a managed move or is unhappy with a managed move, this should be raised through our formal complaint's procedure with the governing board and, where appropriate, the local

19.5 Fixed term suspension

The College will use a suspension, or permanent exclusion, if a student has seriously broken college rules, Internal exclusion has had limited impact or allowing them to stay in college would seriously harm their education or welfare, or the education and welfare of other students.

Only the Headteacher can make the decision to exclude. In his or her absence only the Deputy Headteachers can make this decision.

Before deciding to suspend or exclude a student the Headteacher will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the student an opportunity to be heard; (this is particularly important if an exclusion could lead to a safeguarding concern)
- consult other relevant people if necessary.

Having considered these matters the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE.

Before deciding to suspend or exclude the Headteacher will additionally consult the SENCO should the student have an Educational Health and Care Plan.

Before deciding to suspend or exclude the Headteacher will additionally consult the Designated Safeguarding Lead should a student be on the Child Protection Register.

Before deciding to suspend or exclude the Headteacher will additionally consult the Designated Teacher for Looked After Children should a child be in public care.

The College will make appropriate educational arrangements for a student on their 6th day of Suspension. For a suspension lasting 1 – 5 days a Year Leader will ensure learning is provided. During a suspension parents must ensure their child is not found in a public place during college hours and to attend a reintegration interview with the College at the end of the suspension. They must also not be in the vicinity of the college at any time during this suspension or exclusion.

The College will notify parents/carers of the decision to suspend or exclude by telephone. The reason for and length of suspension will be outlined. This will be followed by a letter which also outlines how a parent/carer can complain or challenge the decision should they wish.

A readmission meeting will occur before the student attends college again. A parent/carer must be in attendance. The readmission meeting must always be conducted by a member of the SLT with the appropriate Year Leader in attendance. The purpose of the readmission meeting is for the student to reflect on the behaviour which led to suspension and how they will ensure that it does not happen again. Staff at the readmission should set up strategies to aid the student make positive choices. A readmission meeting form and an ABC must be completed, copies of which will then be required to be sent home.

A suspension will be inappropriate in cases of:

- minor breaches of discipline
- poor academic performance
- truancy or lateness
- non-compliance with uniform regulations, except where this amounts to a defiance
- in response to the unacceptable behaviour/attitude/conduct of a student's parents

For suspensions totalling 15 days or more in one term, the Governing Board must hold a meeting to review the head teacher's decision within 50 days of the suspension.

The maximum length of time a student can be given Fixed Term Suspension for is 45 college days. This can be in one period or for shorter spells of time. However, no student can be excluded for more than 45 college days in any one academic year.

Removing students from the College for disciplinary reasons without following formal suspension/exclusion procedures is illegal.

Unofficial exclusions are:

- The Headteacher or other college staff sending students home for disciplinary reasons, but not following the procedures required for formal exclusion.
- Student being sent home for either short periods of time, or for longer, indefinite, periods which can sometimes result in the students not returning to college at all.
- Where a critical situation has occurred during the college day and a student has been sent home to 'cool off'.
- Following a isolation, a student remains out of college awaiting a reintegration interview which may be indefinitely delayed, by the college, and the student does not return to college.
- Parents being advised that if their student returns to college after a suspension the child will be permanently excluded.
- Parents being strongly encouraged to home educate even though they may not be aware of the responsibilities involved.
- Disruptive students being asked to stay out of college for particular reasons, for instance, for the duration of an Ofsted inspection.
- Students placed on study leave as a disciplinary measure.

Behaviour and attendance are monitored by the Deputy Headteacher responsible for attendance. If a member of staff is found to have used unofficial exclusion it can result in disciplinary action, as this may result in a breach of a student's right to be educated.

19.6 Permanent Exclusion

Permanent exclusion means the student is expelled. The local council must arrange full-time education from the sixth College day. The Headteacher may consider a permanent exclusion:

- In response to a serious breach or persistent breaches of the College's behaviour policy; and
- Where allowing the student to remain in College would seriously harm the education or welfare of the students or others in the College.

20. Behaviour Form and Investigation

Staff will enter behaviour incidents directly onto EduLink. However, should any incident require further investigations, and for all higher-level incidents, investigation summaries must also be completed with recommendations from the appropriate person. They are not in themselves a sanction. They are a public document which is kept on file and logged. Staff should be mindful of this when completing them.

It is the responsibility of the member of staff raising the form to deal with the matter, or where appropriate, to seek further support/guidance depending on the level of behaviour.

The College will complete investigations within a reasonable timescale but not normally exceeding two working days.

The monitoring and management of behaviour is the responsibility of all staff. However, the monitoring and assessment of students whose behaviour is continually disruptive is undertaken by Heads of

Department and Year Leaders supported by an Assistant Headteacher and Operational Behaviour Manager.

21. The use of force or restraint in order to control students

Section 93 of the Education and Inspections Act 2006 enables college staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline at the college or among students receiving education at the college, whether during a teaching session or otherwise.

The staff to which this power applies is any teacher who works at the college and any other person whom the Headteacher has authorised to have control or charge of students.

There is no legal definition of reasonable force. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

Kings International College expects staff to always try and diffuse a situation without physical intervention. We also do not expect staff to put themselves at risk. However, should the need arise the member of staff available must use their judgement on whether to intervene. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other college staff have a **duty of care** towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may breach that duty.

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury.

The judgement on whether to use force with students with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

Colleges do not require parental consent to use force on a student.

If physical intervention/restraint is used in any manner it must clearly be written and recorded on a referral form and processed/followed up in the normal way with the addition that the designated Safeguarding lead must be notified. The student, restraint is used on, must also be given the opportunity to be examined, should they wish, by the College's Medical Staff and/or Designated Safeguarding lead.

22. The Right to Search Students

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Colleges' obligations under the European Convention on Human Rights (ECHR).

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a college (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

The Headteacher and senior staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes including Shisha pens
- fireworks
- pornographic images including contents of ipads and phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used
 - i. to commit an offence,
 - ii. to cause personal injury to, or damage to the property of, any person (including the pupil)
 - iii. the Headteacher and authorised staff can also search for any item banned by the college rules which has been identified in the rules as an item which may be searched for.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Before searching

- A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
- Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
 1. are in possession of a prohibited item;
 2. do not understand the instruction;
 3. are unaware of what a search may involve; or
 4. have had a previous distressing experience of being searched.
- If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.
- If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
-

During a search

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search

- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being searched and it is with their consent.
- 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags. A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched.
- If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed in paragraph 3 and any items identified in the school rules for which a search can be made.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The member of staff may use a metal detector to assist with the search.
- The member of staff's power to search outlined above does not enable them to conduct a strip search.

Should a search not reveal anything, and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police must be called.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher / a senior member of staff / designated safeguarding lead (or deputy), to try and determine why the student is refusing to comply.

In the event that a senior member of staff still believes that a student may have a prohibited item on them then they should be held in isolation until the parents or the police arrive.

Any search of a student must be recorded on an incident form and processed in the normal manner. In addition, should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a Designated safeguarding Lead. Searches must be recorded even if nothing is found.

Recording searches

Any search by a member of staff for a prohibited item listed in paragraph 3 and all searches conducted by police officers should be recorded in CPOMS, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

Details must include;

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

23. Confiscation

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to college discipline.

If the following items are found they must be given to the Headteacher or Deputy Headteacher and the police will be contacted to collect the item and if necessary arrest the student:

- Knives
- Guns, genuine or imitation
- Any object thought to be a weapon
- Illegal substances of any class
- Stolen items (unless they are stolen in college and the decision is made to return them to their owner and the College follows its own disciplinary procedures)
- Pornographic images where the possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police.

If the following items are found a member of the Senior Leadership team should be consulted in order to arrange for their disposal.

- Alcohol
- Cigarettes, tobacco and papers, Shisha pens, Vapes
- Fireworks
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g. legal highs)

If the following items are confiscated because they are against the College rules they should be placed in the Main College Office for parental collection, they should be clearly labelled with the student's name and who confiscated it and when.

- Mobile Phones & Ipads (If inappropriately used)
- Any other item which though not dangerous or illegal would be better collected by a parent rather than returned to the student. Large sums of money or expensive jewellery could fall into this category where the teacher deems there is a real risk of a student being robbed or assaulted for such items.

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples could include inappropriate clothing, food being consumed during a lesson or high caffeine content energy drinks. These items can be returned to a student at the end of the lesson or day (whichever is more appropriate).

24. Developing Capacity

The College will develop a comprehensive training programme which is reviewed annually to ensure that it is responsive to the needs of its staff and students.

The College provides relevant information and training on behaviour management matters to all groups of staff, including:

- Support staff (e.g. Learning Support Assistants)
- Other college staff (e.g. buildings and maintenance, administrative and technical support)
- An Early Career Teacher
- Supply Teachers
- Teachers

25. Reviewing Effectiveness

The College advises all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and will advise staff on the correct procedures for recording statements.

The College monitors behaviour incidents in order to identify issues and trends and will evaluate its policy against key improvement objectives which will include:

- General behaviour patterns across the College and within Departments and Year Groups
- Balance in the use of rewards and sanctions
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours

The College provides details of issues and trends to the staff and the Governing Body as a basis for effective future decision-making.

Appendix 1: Written statement of behaviour principles

1.1 Legislation requires that a statement of principles promoting good behaviour be provided by Governors.

1.2 The principles contained within this Statement underpin the College's Behaviour Policy, which defines the roles, responsibilities and practice in this area.

1.3 Establishment and implementation of the Policy lies with the Headteacher.

1.4 The principles are intended to support the college's values by promoting a friendly, creative and purposeful community whose members feel valued and supported and where courtesy and mutual respect are expected from everyone.

1.5 Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account.

Principles

- 2.1 The Behaviour Policy should be written to fulfil the Governors' duty of care to students and employees and to promote teaching and learning and high standards of attainment. The policy should define measures to achieve these objectives.
- 2.2 The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation - for example, by making reasonable adjustments in its application to vulnerable students. It should also support the College's commitment to improving outcomes for all students, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole college community.
- 2.3 In developing strategies for the management of behaviour in college the Policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition.
- 2.4 Rewards should be used to demonstrate that good behaviour is valued by the whole college community and to encourage similar behaviour in others.
- 2.5 Sanctions should be used to demonstrate that misbehaviour is not acceptable, to express the disapproval of the college community and to deter other students from similar behaviour.
- 2.6 In all cases, sanctions should be applied to individuals not groups. In support of the College's values of mutual respect, the policy should support restorative justice, repairing harm done to relationships and people, to encourage students to take responsibility for their actions.
- 2.7 The College's policy will need to balance both collective and individual needs.
- 2.8 The application of rewards and sanctions should have regard to the individual situation and the individual student and the College is expected to exercise discretion and sensitivity in their use. However, different application of the College's policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the college should identify such students in advance and plan how the College's Disciplinary Framework will be applied to each of these students. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other students.
- 2.9 The Behaviour Policy should make clear the rights and responsibilities of all the College Community – students, staff, parents/carers and governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy should include a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It should also include provision for an appeal process against a sanction where a student or parent believes the College has exercised its disciplinary authority unreasonably.
- 2.10 The policy should include procedures to measure its effective communication, its consistent application, and the community's perception of it.

Review

- 3.1 This statement of principles and the resulting Behaviour Policy will be reviewed every three years and consultations sought if it is to be updated.

Sept 2023

Appendix 2 – Types of Behaviour

Misbehaviour is defined as:

- Behaviour contrary to the Kings values e.g., not following instructions
- Behaviour that disrupts the learning of others
- Failure to follow instructions from a member of staff
- Non-completion of classwork or homework
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the College rules
- Any form of bullying
- Physical assault against a student
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a student
- Verbal abuse / threatening behaviour against an adult

- Sexual misconduct
- Vandalism
- Theft
- Persistent or general disruptive behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, cigarettes and vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial/Homophobic	Racial or homophobic taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our College's approach to preventing and addressing bullying are set out in our [Anti Bullying policy](#)

Online misbehaviour

The College can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the College
- It adversely affects the reputation of the College
- The pupil is identifiable as a member of the College

Malicious allegations

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

Please refer to our complaints [policy](#) for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Appendix 3: Rights and Responsibilities and Code of Conduct

Aspiration - the right to feel safe	Resilience - the right to learn without distraction and disruption	Respect - the right to be treated with respect
<p>To feel safe at Kings, we will</p> <ul style="list-style-type: none">• Support each other• Report bullying• Respect College and other people's property• Follow e-safety rules• Refrain from poor behaviour that brings the College into disrepute, including when outside Kings <p>Work together, value others and help create a caring community</p>	<p>To enable effective learning, we will</p> <ul style="list-style-type: none">• Be punctual to class or tutor• Settle quickly in our allocated seat• Have the correct equipment and uniform• Be ready to learn• Give 100% effort• Not prevent others from learning• Demonstrate in our actions the Kings values	<p>To show respect at Kings, we will</p> <ul style="list-style-type: none">• Take responsibility for our behaviour• Listen to others, allowing others to contribute to lessons• Demonstrate good manners and show understanding• Be polite to and cooperative with any staff member• Follow College uniform rules• Use social media appropriately and not make harmful comments to others

Appendix 4 Standard Operating Procedures

Standard Operating Procedures and Classroom Management

1. Staff and students should be punctual to the lesson and arrive before the second bell in order to maximise time for teaching and learning.
2. Entry into the classroom should be supervised and orderly with students being greeted at the door and uniform infringements dealt with prior to their admission so as not to distract from learning for the majority.
3. Students should sit according to the teacher's seating plan without question.
4. All students should remove their outdoor clothing and bags should be placed safely out of the way before taking their seat.
5. Students should place equipment on the desk in preparation for the lesson ahead.
6. A purposeful learning atmosphere is maintained in the classroom.

7. Learning should be planned with appropriate resources and support materials available in order for all students to make progress. Where a Teaching Assistant or other adult is known to be working in a lesson, their role must have been planned for.
8. Rewards and sanctions, where appropriate, must be applied consistently and fairly.
9. Teachers will note those students who are not demonstrating the Kings Values during lessons and will communicate this through EduLink. Tutors, Year Leaders, Parents and Carers will then pick this up and be able to support the student to understand the expectations of a Kings Student.

Students out of lessons

Students should only be allowed to leave a lesson in exceptional circumstances, such as when in need of First Aid. Teachers must give students an out of class pass if they leave the room. Students should not be left outside of a classroom unsupervised. Requesting that a student stands outside for a few minutes to reflect on their behaviour is acceptable, however, a teacher would be neglecting their duty of care to allow this for a sustained period of time.

End of lessons

Students should be asked to pack away and await an orderly dismissal, when the room is tidy and uniform has again been checked.

Around School

All staff are responsible for challenging poor behaviour choices around the school site. Staff should be aware of and note any problems around the site and communicate these with the site and leadership team.

Uniform

All staff should ensure that students are in the correct school uniform at the beginning and end of every lesson.

[School uniform expectations](#)