



**John Kyrle High School
Behaviour and
Expectations Policy**

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1. Aims:

This policy aims to:

- Underpin a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Reflect our core beliefs of a disruption free classroom. A school of high challenge and high support where consistency matters.
- Support our Ready, Respectful and Resilient ethos of high standards, high challenge and high support
- Outline expectations and consequences of unwanted or negative behaviours
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE). This can be found via the following links.

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Section 175 of the [Education Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk), which outlines a school's duty to safeguard and promote the welfare of its pupils Sections 88 to 94 of the [Education and Inspections Act 2006 \(legislation.gov.uk\)](http://legislation.gov.uk), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [What maintained schools must or should publish online - GOV.UK \(www.gov.uk\)](http://www.gov.uk) explaining that maintained schools must publish their behaviour policy online
- Academies include [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](http://legislation.gov.uk) paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- Academies, including free schools, add: DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

At John Kyrle High School, we are dedicated to nurturing Ready, Respectful, Resilient individuals who embody the qualities of global citizenship. It is our primary goal to foster an inclusive and supportive community where every member feels valued, respected, and empowered to contribute positively to the world around them.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Out of bounds
- Anti-social behaviours

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or 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 pupil)
 - Add any other items that are banned in your school, e.g. mobile phones, vapes and similar devices

4. 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
Prejudice-based and discriminatory, including:	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
· Racial	Taunts, gestures, graffiti, or physical abuse focused on race
· Faith-based	Taunts, gestures, graffiti, or physical abuse focused on faith
· Gendered (sexist)	Taunts, gestures, graffiti, or physical abuse focused on gender
· Homophobic/biphobic	Taunts, gestures, graffiti, or physical abuse focused on sexual orientation (homosexuality/bisexuality)
· Transphobic	Taunts, gestures, graffiti, or physical abuse focused on gender identity
· Disability-based	Taunts, gestures, graffiti, or physical abuse focused on disabilities
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying Prevention and Response Policy

At John Kyrle High School, we are committed to creating a safe and inclusive environment for all students. We believe that every pupil has the right to learn without fear of bullying or harassment. Our anti-bullying strategy encompasses all forms of bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

Preventing Bullying

To prevent bullying, we implement a range of proactive measures, including:

- **Education and Awareness:** We conduct regular RESPECT lessons and assemblies on respect, kindness, and the impact of bullying. This includes age-appropriate discussions about the different forms of bullying and how to seek help.
- **Promoting Positive Relationships:** We foster an inclusive school culture that celebrates diversity and encourages positive peer relationships through initiatives such as mentoring programmes and buddy systems.
- **Clear Behaviour Expectations:** Our Ready, Respectful, Resilient ethos sets out clear expectations for behaviour, reinforcing the importance of treating others with respect and dignity.

Reporting Incidents of Bullying

We encourage pupils, parents, and staff to report any incidents of bullying immediately. Reports can be made through:

- **Designated Staff Members:** Pupils can approach their form tutors, heads of year, pastoral support officers or any trusted staff member.
- **Parents and Carers:** Parents can report incidents via email or phone, ensuring that they are involved in the process.

Investigating Allegations of Bullying

When an allegation of bullying is reported, the school will:

- **Investigate Promptly:** All reports will be taken seriously and investigated thoroughly, involving all parties in a fair and transparent manner.

Gather Evidence: This may include speaking to witnesses, reviewing any available evidence, and documenting the findings

Response to Bullying Outside of School

We recognise that bullying can occur off school premises or online. In such cases, we will:

- **Take Appropriate Action:** We will investigate incidents of cyber-bullying and address any bullying behaviour that affects the wellbeing of our pupils, even if it occurs outside of school.
- **Work with External Agencies:** If necessary, we will liaise with local authorities and external organisations to ensure appropriate support and intervention.

Recording and Monitoring Bullying Incidents

To effectively manage and prevent bullying, we will:

- **Maintain Records:** All incidents of bullying will be recorded in a dedicated system. This will include the nature of the bullying, the parties involved, and the actions taken.
- **Analyse Data:** We will regularly review and analyse the data to identify trends and areas for improvement.

Sanction Procedures

In line with our behaviour policy, any pupil found to be engaging in bullying will face appropriate sanctions, which may include:

- **Verbal Reprimand:** Initial conversations to address behaviour.
- **Detention or Reflection:** Depending on the severity and frequency of incidents.
- **Referral or Reflection:** where appropriate on the escalation.
- **Support Plans:** Development of individual support plans and personal support plans for persistent offenders.
- In serious and escalated concerns for bullying, exclusion can be appropriate for pupils.

Support for Victims and Vulnerable Pupils

We are dedicated to supporting pupils who have been bullied and those who are vulnerable to bullying by:

- **Providing Counselling Services:** Access to support from our pastoral team and external agencies.
- **Developing Safety Plans:** Tailored plans to help victims feel safe and secure within the school environment.
- **Empowering Students:** Encouraging pupils to speak up and providing them with strategies to cope with bullying situations.

Whole-School Strategies

Our proactive strategies include:

- **Staff Training:** Regular training sessions for staff and governors on recognising, preventing, and managing bullying, including strategies to support students effectively.
- **Parental Engagement:** Keeping parents informed and involved in our anti-bullying initiatives through workshops and communications.
- **Student voice and School council:** We engage our School Council and School Voice platforms at intervals throughout the year to get pupil feedback and development.

We believe that a collaborative approach involving pupils, staff, and parents is essential in creating a school culture where bullying is not tolerated, and every student can thrive.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

- The headteacher is responsible for:
- Reviewing this policy
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

- Staff are responsible for:
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers

- Parents and carers, where possible, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

- Pupils will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

Ready: We strive to create an environment where every pupil is prepared to engage fully in their learning journey. Through our behaviour policy, we aim to instil a sense of readiness in pupils, encouraging them to approach challenges with enthusiasm, curiosity, and a readiness to learn and grow.

Respectful: Respect is at the heart of our community values. We expect all members of the school community to treat each other with kindness, empathy, and understanding. Our behaviour policy is designed to promote a culture of respect where differences are celebrated, and everyone feels valued and accepted for who they are.

Resilient: Building resilience is essential for success in an ever-changing world. Our behaviour policy supports the development of resilience in pupils by providing opportunities for them to learn from their mistakes, overcome challenges, and bounce back from setbacks. We aim to create a safe and supportive environment where pupils feel empowered to persevere in the face of adversity and emerge stronger and more resilient individuals.

By fostering a culture of readiness, respect, and resilience, we aim to create an environment where everyone feels happy, safe, and secure, enabling each pupil to thrive academically, socially, and emotionally. Together, we are shaping the next generation of global citizens who are ready to make a positive impact on the world.

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
- Learn in a disruption free zone
- Move quietly around the school using the one way system
- Treat the school buildings and school property with respect including being in the right places at all times
- Wear the correct uniform at all times
- Accept sanctions when given and complete these sanctions

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile Phones

Please see our mobile phone policy for further information about sanctions, confiscation and safeguarding. [Mobile Phone Policy.pdf \(jkhs.org.uk\)](https://www.jkhs.org.uk/files/2024/03/Mobile-Phone-Policy.pdf)

7. Responding to Behaviour

Our Core Principles

Our behaviour approach is built on four non-negotiables:

- Disruption-Free Classrooms – Every pupil deserves a calm, focused learning environment, regardless of ability or need.
- High Support, High Challenge – We offer strong pastoral and SEN support, matched by high expectations for behaviour and effort.
- Consistency and Fairness – All pupils are held to the same high standards; sanctions are applied equitably and proportionately.
- Uniform as Unity – Our uniform reflects pride, belonging, and shared identity within our school community.

Classroom Behaviour and RRR Points

Teachers are empowered to manage behaviour within their classrooms using a range of appropriate responses, including:

- Verbal warnings
- Detentions (break, lunch, after school)
- Loss of privileges
- Restorative conversations
- Written reflection tasks
- Behaviour monitoring (e.g., reports, uniform checks)

These responses are guided by our Ready, Respectful, Resilient (RRR) ethos and feed into our whole-school behaviour system.

RRR3 Process

When a pupil's behaviour falls below expectations, staff follow a structured warning system:

- First Warning – A clear verbal reminder of expectations.
- Second Warning – A final opportunity to correct behaviour.
- RRR3 Issued – If behaviour continues, an RRR3 is recorded.
- RRR3s are tracked centrally and contribute to the escalation system outlined below.

Internal Exclusion - Referral and Reflection System**Tier 1: Referral**

Pupils enter Referral if they receive:

- 3 RRR3s in a 24-hour period, or
- 5 RRR3s in a rolling week
- Duration: 24 hours from the point of entry (e.g., Period 3 Monday to Period 3 Tuesday)

Structure: Pupils complete curriculum work in a supervised classroom, including during break and lunch. The timetable is as follows:

	KS3	KS4
Tutor time	Reflection work	Reflection work
Period 1	English	English
Period 2	Maths	Maths
Period 3	Science	Science
Period 4	Geography	GCSE option subject
Period 5	History/Languages	GCSE option subject

- Work completion is expected
- Positive conduct is expected
- Excellent effort is expected

If students do not meet these expectations, they move to Tier 2.

Tier 2: Reflection

Pupils who do not engage successfully in Referral enter Reflection.

To return to lessons, pupils must complete:

- One successful day in Reflection
- Followed by one successful day in Referral
- Non-engagement results in a fixed-term exclusion, after which both stages must be completed before reintegration.

Activities in Referral and Reflection include:

- Curriculum-aligned learning
- Behaviour and self-regulation tasks
- Structured reflection activities to support reintegration
- Escalation and Support

For persistent or serious breaches of behaviour expectations, the following responses may be used:

- Internal exclusion (Referral and Reflection classrooms)
- Suspension (fixed-term exclusion)
- Removal from lessons
- Loss of privileges (e.g., trips, teams)
- School-based community service
- Behaviour monitoring (e.g., reports, uniform checks)

Staff will always consider the context of behaviour and offer appropriate support to help pupils meet expectations.

There is a recognition that everyone is allowed to make mistakes alongside an expectation that these mistakes should represent an opportunity from which one grows and develops hence the two warnings. The school supports all pupils to learn from their mistakes. We endeavour to use our time to restore relationships and build confidence for the next lesson. When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

There is an understanding that pupils who repeatedly commit breaches of the behaviour policy will face increasing levels of sanctions commensurate with the repetition of the

behaviour. Guidance regarding sanctions is clearly explained by the DFE.

- **Verbal Reprimand:** A verbal warning or reprimand given to the pupil by a staff member to address unacceptable behaviour.
- **Extra Work or Repeating Unsatisfactory Work:** Assigning additional tasks or requiring the pupil to redo unsatisfactory work until it meets the required standard.
- **Written Tasks as Punishments:** Imposing written tasks such as writing lines or essays as a consequence for misbehaviour.
- **Loss of Privileges:** Revoking privileges such as participating in non-uniform days or other school-related activities.
- **Missing Break Time:** Withholding the opportunity for the pupil to participate in break time activities.
- **Detention:** Requiring the pupil to attend detention sessions during breaktime, lunchtime and afterschool.
- **School-Based Community Service:** Assigning tasks such as picking up litter, tidying classrooms, or helping with school maintenance as a form of community service.

- **Regular Reporting:** Implementing behaviour monitoring measures such as early morning reporting, uniform checks, or placing the pupil "on report" for closer monitoring.
- **Reward Trips and events:** Pupils who do not engage with our behaviour expectations will lose privileges for reward trips and may lose the ability to represent our school in sports fixtures and teams.
- **Internal Exclusion (Referral Suite rooms):** Isolating the pupil from regular classroom activities and requiring them to spend time in an internal exclusion room.
- **Suspension (Fixed-Term Exclusion):** Temporarily excluding the pupil from attending school for a specified period, as a result of serious breaches of behaviour policy.

7.1 Detention

All staff are able to distribute detentions to pupils as part of our Ready, Respectful, Resilient ethos.

Pupils can be issued with detentions during break, lunch and after school.

The school will decide whether it is necessary to inform the pupil's parents/carers. When imposing a detention, the school will consider whether doing so would:

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

Interrupt the pupil's caring responsibilities

Non engagement with detentions may result in an escalation of approach at the school. Persistent non engagement may result in exclusion either internally or externally. Pupils may be required to complete a day in internal exclusion (Reflection) followed by the completion of the afterschool detention on the same day. Parents/guardians will need to collect their child at 4:15.

7.2 Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised either within the department to continue their education or in our Reflection facility. The aim will be to remove pupils for only that lesson, where appropriate. Should pupils need more time to regulate, more time will be given in our reflection area. The length of this time will be appropriate to the level of behaviour shown.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the senior team.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with Heads of year
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Additional support
- Pastoral intervention
- SEN support
- SEMH referrals
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

7.3 Internal Exclusion

- Pupils eat their lunch in the internal exclusion room or canteen at an alternative time
- Pupils do not talk to other pupils within the internal exclusion room
- Mobile telephones, smart-watches, iPods, headphones belonging to pupils

- must be handed in at the start of the day
- Pupils will complete all work set by their teachers during this time
- Pupils are required to complete a reflection sheet at the start of their internal exclusion
- Pupils must 'pass' the day to be reintegrated into lessons. A 'failed' day may result in the internal exclusion being repeated or may escalate the consequence to a fixed-term exclusion
- Poor conduct during internal exclusion could be escalated to a fixed-term exclusion

7.4 Fixed Term (Suspensions) and Permanent Exclusions

John Kyrle High School follow the DfE statutory guidance on exclusions and all exclusion decisions will be made by the headteacher.

There are only two types of exclusion, fixed-term (also known as suspensions) or permanent.

The maximum any pupil can be suspended in one year is 45 days. If a pupil is excluded for any more than 5 days then it is the responsibility of the school to provide an alternative, full time education for the length of the exclusion.

Suspensions (fixed term exclusions) are used as part of a process of escalation, in response to a serious breach or persistent breaches of the school's behaviour for learning policy. For reference, the following offences would usually result in a fixed term exclusion (not an exhaustive list):

- Persistent bullying
- Physical assault of any kind
- Inappropriate sexual conduct e.g., the sharing of pornographic material
- Persistent swearing at staff
- Harassment of a member of staff inside or outside of school
- Persistent defiance
- Theft
- Criminal damage
- Bringing vapes or using vapes on school site or in school uniform.
- Bringing certain banned items such as alcohol into school (note that some banned items e.g., illegal drugs or weapons would usually justify permanent exclusion)
- Attending school under the influence of alcohol or illegal drugs
- Setting off the school fire alarm as a deliberate false alarm
- A breach of health and safety regulations that puts others at risk of harm
- Refusal to complete the lower-level consequences set out within this behaviour policy.

Following a suspension (fixed term exclusion) a meeting between the school, the pupil and the parent is arranged in which a reintegration agreement may need to be signed.

Following any suspension, the pupil may spend a day in isolation before reintegration into the mainstream school. Pupils may be placed on report or have additional restrictions placed on their school day following a fixed-term exclusion.

Arrangements for generating work at home for pupils and ensuring that it is sent, is the responsibility of the teacher.

In line with the guidance, an Additional Needs Plan must be put in place for pupils who have been excluded for more than 15 days in any one term.

In line with guidance, a decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

7.5 Out of Classroom Sanctions

The out-of-classroom sanctions policy aims to address unwanted and unsafe behaviours displayed by pupils on the school site outside of lessons. These behaviours may include but are not limited to damage to the school site, abuse toward staff, defiance toward staff, being in out of bounds areas and abuse toward other pupils. By implementing appropriate sanctions, we strive to maintain a safe and respectful environment conducive to learning for all members of the school community. The sanctions applied to these behaviours are the same as the sanctions mentioned above. These will be recorded in Class Charts as out-of-classroom behaviours and will often be called RRR3/RRR4.

7.6 Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- 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
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Staff will award pupils RRR points every lesson as part of our reward structure.

7.7 Rewards

Pupil-Led Reward Events:

At John Kyrle High School, we prioritise pupil involvement and empowerment in shaping our reward events. Our rewards platform is entirely pupil-led and pupil-chosen, with all pupils having the opportunity to vote on their preferred events. We utilise school council and year group council feedback alongside pupil voice to ensure that the selected rewards reflect the interests and preferences of the pupil body.

Variety Across Half Terms: Reward events are strategically chosen across the six half terms of the academic year to provide pupils with a wide variety of options. These events may include discos, film afternoons, gaming sessions, food parties, and more, catering to diverse interests and preferences chosen by the pupils.

By prioritizing pupil input and choice, John Kyrle High School creates an inclusive and engaging reward system that fosters a sense of ownership and community among its pupils.

At John Kyrle High School, we believe in recognizing and celebrating the Ready, Respectful, Resilient behaviours of our pupils. Our rewards platform is designed to reinforce positive behaviour and encourage pupils to embody our school ethos in every aspect of their school life. This ethos shows how important every lesson is and how each lesson is a fresh new start.

Earning Points:

RRR1 - Outstanding: 10 points

RRR2 - Good: 5 points

RRR3 - Inconsistent: -3 points

RRR4 - Unsatisfactory: -4 points

Pupils earn points based on their demonstration of Ready, Respectful, and Resilient behaviours in each lesson. These behaviours include being fully equipped, wearing perfect uniform, being on time, speaking respectfully, following instructions, completing work to the best of their ability, asking for support when needed, and consistently staying on task.

Fresh Starts and regulation:

Our rewards platform is built with every lesson in mind, providing pupils with the opportunity for constant fresh starts. Regardless of their previous behaviour, pupils can earn points in each lesson by making positive choices and demonstrating Ready, Respectful, and Resilient behaviours. This approach empowers pupils to take responsibility for their decision-making and encourages them to strive for continuous improvement in their behaviour and attitudes.

Other opportunities for rewards

Our most popular rewards amongst pupils are our John Kyrle Golden Tickets.

SLT Golden Ticket – The top pupil in each year group per week for RRR outcomes will achieve a Golden Ticket for a queue jump and a free lunch

HOY Golden Ticket – The second pupil in each year group per week for RRR outcomes will achieve a Golden Ticket for a queue jump and a free lunch

Tutor Golden Ticket – The third pupil in each year group per week for RRR outcomes will achieve a Golden Ticket for a queue jump and a free lunch

Tutor and teacher Postcards – 5 pupil postcards and given out by tutors each week for Ready, Respectful, Resilient behaviours. Teachers in various subjects will also give out postcards to pupils for academic excellence, excellent participation

7.8 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding area on our website for more information [John Kyrle High School - Safeguarding \(jkhs.org.uk\)](http://jkhs.org.uk)

7.9 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.10 Searching, Screening and Confiscation

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. The school is not responsible for these confiscated items.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the support from the senior team or the safeguarding team to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- › Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

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

- › Desks
- › Lockers

› Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.11 Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.12 Online Misbehaviour

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

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

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

7.13 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the pastoral team, a Head of Year, a member of the safeguarding team or a member of the senior team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.14 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
 - Managed in line with KCSIE guidance
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

7.15 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings with senior team or head of year
- Daily contact with the head of year and or pastoral teams
- A report card with personalised goals
- Restorative meetings with staff
- Pastoral and mental health support via our pastoral support officers or external providers

10. Pupil Transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

12. Monitoring Arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves

- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher.

13. Policies

This policy should be read in conjunction with other school policies and DfE guidance, including but not limited to:

- Safeguarding and child protection policy
- E-safety policy
- Mobile phone policy
- Uniform policy
- Exclusion policy
- Equalities policy
- Social, emotional and mental health policy
- Behaviour and discipline in schools – guidance DfE
- Parent Code of Conduct
- Searching, screening and confiscation (DfE)
- The use of reasonable force (DfE)
- The Prevent Duty guidance (DfE)
- Exclusion from maintained schools (DfE)

Appendix

Ready, Respectful, Resilient

THE JOHN KYRLE WAY
READY RESPECTFUL RESILIENT

READY

- H**omework done
- O**n time, in uniform
- P**ositive mindset
- E**quipped

RESPECTFUL

- S**it up straight and listen - look at the speaker or text
- T**reat everyone kindly
- A**sk and answer like a scholar
- R**espect silent solo time
- T**hank you - say it
- S**tay positive

RESILIENT

- G**ive your best
- R**elentless effort
- E**xpect to make mistakes
- A**sk your teacher for help
- T**ake ownership and responsibility

READY, RESPECTFUL, RESILIENT
STUDENTS ATTEND JKHS EVENTS