



Behaviour Policy

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management, in line with all current DofE policies/and or guidance/advice.
- Outline **how students are expected to behave**.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Summarise the **roles and responsibilities** of different people in the school community, in regard to behaviour management.
- Outline our simple system of **rewards and sanctions** used within the school.

2. Legislation and statutory requirements

The KSHS Behaviour policy is based on advice from the Department for Education (DofE) on:

- [Behaviour and discipline in schools \(Updated July 2015\)](#)
- [Searching, screening and confiscation at school – \(Updated July 2022\)](#)
- [The Equality Act 2010 \(Updated June 2015\)](#)
- [Use of reasonable force in schools \(Published 2013\)](#)
- [Supporting students with medical conditions at school \(Updated August 2017\)](#)
- [Special educational needs and disability \(SEND\) code of practice \(Updated April 2020\)](#)



In addition, this policy is based on:

- Section 175 of the [Education Act \(2002\)](#), which outlines a school's duty to safeguard and promote the welfare of its students.
- **Sections 88-94** of the [Education and Inspections Act \(2006\)](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- [Exclusion from maintained schools, academies and student referral units in England – DfE statutory guidance \(Updated July 2022\)](#)
- [The school discipline \(Student exclusions and reviews\) \(England\) Regulations \(2012\)](#)
- [DofE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. Definitions

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

All students will:

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

We **do not** accept poor behaviour. **Examples of poor behaviour** are, but not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Rudeness towards members of our community
- Disobeying instructions from a member of staff
- Inappropriate use of electronic devices

Examples of serious behaviours are, but not limited to:

- Any form of bullying or intimidation – please see our **Anti-Bullying** policy
- Willful and repeated transgression of protective measures in place to protect public health and safety
- Sexual misconduct (any form of unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Vandalism
- Theft
- Verbal and/or Physical acts of aggression. We do not accept any form of physical violence
- Smoking and/or Vaping
- Anti-Semitic, racist, sexist, homophobic, transphobic or any other form of discriminatory behaviour



Possession of any prohibited item. These include:

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

4. Bullying

Details of the KSHS approach to preventing and addressing bullying are set out in our ***Anti-bullying policy*** on the KSHS school website.

5. Uniform – (Last Uniform Review: May 2022)

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

6. Roles and responsibilities

6.1 The Governing Body

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

6.2 The Headteacher

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

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



6.3 Staff

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

Staff will:

- Implement this behaviour policy consistently, using it alongside the **Learning @ KSHS** staff guidance.
- Model positive behaviour.
- Treat all children and adults with respect.
- Speak politely to each other.
- Build student confidence using positive reinforcement.
- Avoid using sarcastic or critical language.
- Recognise and celebrate student effort and success regularly.
- Work in partnership with, and keep parents informed about, positive and negative behaviours.
- Challenge unacceptable behaviour.
- Provide a personalised approach to the specific behavioural needs of certain students.

If unacceptable behaviour occurs, members of staff will:

- **Follow the in-school behaviour management process (see appendix 2)**

6.4 Parents

Parents are expected to:

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

7. Student Code of Conduct

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, behaviour in a manner that ensures all students (themselves included) are able to learn.
- Move sensibly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given and engage with the restorative process.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

8. Rewards and sanctions

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



8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- School Reward Points
- Tutor group/Year group Cohort Awards
- Reward Badges
- Positive Postcards of Praise
- Reward Trips
- Emails home to parents/carers
- Telephone calls home to parents/carers
- Very Important Person (VIP) days
- Prize Evening Awards
- **100%** attendance prize draws

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

- A verbal warning
- A lunch-time detention
- Removing the student from the class
- Confiscation of property (including mobile phones used at inappropriate times).
- After School Detentions
- Referring the student to the Internal Exclusion room
- Letters, emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student on a report card or Pastoral Support Plan
- Community service within school
- Internal Exclusion during break and lunch sessions.
- Referral to alternative provision
- Suspension from School
- Permanent Exclusion

KSHS may use the Internal Exclusion room in response to serious or persistent breaches of this policy. Students may be brought to the Internal Exclusion room by middle or senior leaders during lessons if they are disruptive and will be expected to complete the same work as they would in class.

The Internal Exclusion room is run by two Pastoral Support Workers and falls under the responsibility of the Deputy Headteacher.



Parents will be notified before the end of the school day if their child is being held in any form of *After School Detention*. Students who fail to attend a detention, or who behave poorly in detention, will be subject to further sanctions, including senior team detentions (SLT Detention) or periods of time spent in Internal Exclusion.

8.2 Off-site behaviour

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

8.3 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 **Safeguarding Policy** for more information on how the school responds quickly and proactively to any allegations of abuse/mistreatment received from a student. The Headteacher will always consider the pastoral needs of the student, as well as the staff member accused of any form of misconduct.

9. Behaviour management

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

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which **must** include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communication of behaviour expectations
 - Highlighting and promoting good behaviour
 - Concluding lessons positively and starting the next lesson
 - Making reasonable adjustments to for students with specific needs
 - Conducting a restorative conversation with any student removed from their lesson due to disruptive behaviour

9.2 Use of reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property

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

Physical restraint by staff must:



- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible. School staff will always try to act in a way that will minimize the chance of injury to the student, but this may not always be possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Make reasonable adjustments for students with disabilities and special educational needs in line with the Equality Act (2010).
- Where there is on-going restraint required, ensure the safety of a child/ children via a support plan put in place to address these concerns.
- Be recorded and reported to parents.

9.3 Student support

KSHS understands its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour can be differentiated to cater to the specific needs of a student.

The school's SENDCo will evaluate a student 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 any specific needs.

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

10. Searching, screening and confiscation

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

- Under this authority we reserve the right to search and screen students under the following circumstances and to confiscate prohibited items as detailed in section 3.
- Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the student.
- Searching should be carried out by a member of staff who is the same sex as the student. There must also be another member of staff present. There is limited exception to this; if there are reasonable grounds to believe that there is a risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practical to summon another member of staff.
- Members of staff who have the authority to search are the Head Teacher and Senior Leadership Team.
- Parents will not be informed prior to a search and parental consent will not be sought.
- Parents will be informed if screening or searching uncovers items that will result in disciplinary action or police involvement.
- From 1st September 2022, any search that takes place will be recorded on the school's internal safeguarding system (CPOMS) even if no prohibited items are found on the student.

10.1 Searching with consent

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



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

10.2 Searching without consent

- If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required.
- The Headteacher and any authorised member of the Senior Leadership Team have a statutory power to search students and their possessions, with or without consent, where they have reasonable grounds for suspecting that a student may have one of the banned items that could cause immediate harm (see section 3).
- The refusal of search consent will always be handled on a case-by-case basis by the Headteacher in discussion with the Deputy Headteacher and/or Designated Safeguarding Lead. The risk to other students (and to the student themselves) of not conducting the student will be assessed.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on a school trip or in a training setting.
- A student refusing to co-operate with a search can be subject to disciplinary action by the school, which may include but is not limited to, After School Detentions or Suspensions from school.

10.3 Screening

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

10.4 Electronic devices

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

10.5 Confiscation

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

11. Suspension and Permanent Exclusion

All decisions to suspend a student from attending school, however short the period of suspension, may only be made by the Head Teacher.

Suspensions are used infrequently and only where there has been a serious breach or persistent breaches of the KSHS behaviour policy.





11.1 Permanent Exclusion from school

Permanent Exclusion from school will be considered for the following offences:

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

11. Monitoring arrangements

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



Appendix 1: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- All members of the school community have the right to practice their religion and to have their beliefs and practices respected.
- Staff and volunteers set an excellent example to students at all times.
- Reward and Sanction systems are used consistently by staff, in line with the KSHS behaviour policy.
- The behaviour policy is understood by students and staff.
- The exclusions policy explains that Permanent Exclusions will only be used as a last resort, and outlines the processes involved in Permanent Exclusions and Suspensions.
- Students are helped to take responsibility for their actions
- Families should feel involved in the behaviour management processes used at KSHS, for strong and effective relationships between Parents, Students and Staff Members to thrive.

The Governing Body emphasises that violence or threatening behaviour will not be tolerated under any circumstances.



Appendix 2: Behaviour Management Processes



Positive behaviour for learning is rewarded.

It is important to recognise and reward students when they behave in a way that makes it more likely for learning to take place, as well as when their behaviour supports the school ethos of helping others within our school community.

At King Solomon, we have deliberately kept our reward system simple. Any award point given will fall in to one of three categories, relating to our school-based values of *Learning, Charity, and Community*.

- Love of Learning Reward
- Personal Development Reward
- Act of Kindness Reward

It is an expectation that in every session/lesson that students have, at least three *Rewards* are issued to: one for each strand of our ethos. The reward system at use at KSHS can be seen on the door of every classroom.

Reward Milestones

Accumulating a high number of reward points leads to a variety of further rewards such as:

- *Positive Postcards of Praise* sent home
- Qualification for Reward Trips
- Very Important Person (VIP) days
- Menschlekeit Awards
- Prize Day Awards
- Maths Oscars
- 100% Attendance Prize Draws



Negative behaviour that hinders learning is sanctioned.

Managing the behaviour of students in a classroom is an integral part to the creation of a successful learning environment.

At KSHS, we use a clear three tier system that is present on the door of every classroom in the school.

Our school community understands that the sanction system we use provides an opportunity for the behaviour that is disrupting learning to be corrected before an escalation is required.

Like our *Reward System*, we aim to keep things simple:

First Instance of Disruption:

A clear warning is given to the student by the class teacher.

Second Instance of Disruption:

A 10-minute lunch time detention is issued and logged by the class teacher.

Third Instance of Disruption:

Lesson Support is alerted, and the student is removed from the lesson. A 45-minute *After School Detention* is issued for the same day (or the following day, if issued during a Period 5 lesson).

Restoring Teacher/Student Relationships:

We have four clear expectations of staff when a student requires the removal from a lesson/session:

1. They provide student with work to complete for the remainder of your lesson/session.
2. They organise a restorative conversation with the removed student before they are next taught. This wipes the slate clean, allowing for a fresh start the next time you see them.
3. You make a phone call home to parent/carer explaining why the student was removed from your lesson.
4. You update the *Restorative Justice Log* on Microsoft TEAMS.

Sanction Escalation:

If a student fails to attend a 10-minute *Lunch Time Detention*, they will be issued with a 45-minute *After School Detention*.

If a student fails to attend a 45-minute *After School Detention*, they will be issued with a 90-minute *Senior Leadership Team (SLT) Detention*.

If a student fails to attend a 90-minute *SLT Detention*, they will likely be withdrawn from lessons until the Senior Leadership Detention has been sat. Persistent breaches of a school behaviour system can lead to *Suspensions* from school



Appendix 3: Student Support Plans (SSP)

Reporting Stage	Notes
<p style="text-align: center;">1 (Green Report) Head of Year</p> <p style="text-align: center;">3 Weeks</p>	<ul style="list-style-type: none"> - A student progresses to this stage when a Head of Year (HoY) notices negative behaviour patterns across lessons and/or around school. - Parents informed through a telephone conversation. Explanation of intervention that KSHS is putting in place for the student to support them making appropriate behaviour choices. - Student reports to HoY at the end of each school day. The report is signed by parents/carer each day. - Reviewed after 3 weeks (quarter termly). Parents informed of progress and next steps.
<p style="text-align: center;">2 (Yellow Report) AHT</p> <p style="text-align: center;">4 weeks</p>	<ul style="list-style-type: none"> - A student progresses to this stage when behaviour shows no, or inadequate signs of improvement when being monitored on a green report. -Parents informed of progression to this stage through a meeting with HoY. Green Reports used as evidence. Explanation of additional intervention that KSHS is putting in place for the student, to support them in making appropriate behaviour choices. -Reviewed after 4 weeks in a parental meeting. Parents informed of progress and next steps. DHT to be present if student is progressing onto a Red Report.
<p style="text-align: center;">3 (Red Report) DHT/HT</p> <p style="text-align: center;">5 weeks</p>	<ul style="list-style-type: none"> - A student progresses to this stage when behaviour continues to show no, or inadequate signs of improvement when being monitored on a yellow report. -The student is on report to DHT in first instance. DHT to check and ensure that intervention for student is ongoing and to ask HoY for progress within each intervention. - Reviewed after 3 weeks in a parental meeting. Parents informed of progress and the next steps, which at this point could include monitoring by HT, Managed Move proposal, time spent at alternative provision. - Final review meeting after further 2 weeks to determine next steps, which may be a move towards a <i>Permanent Exclusion</i> if behaviour is showing no/inadequate signs of improvement.



Appendix 4: Checklist for carrying out a search

If you are carrying out a search of a student, bag or locker then please ensure this checklist is followed and not deviated from.

Once you have completed the search:

- Leave a copy of this checklist on the students file, with the date of the search and your signature showing you have followed the checklist.**
- Ensure a copy of the completed, signed checklist is logged on CPOMS.**

The answers to bullet point one or two, must be yes in order to proceed.

- Have you been asked to carry out this search by the HT?
- Have you been given permission by the HT/DHT to conduct this search?

- There two members or staff present, one conducting the search and one observing.
- The person conducting the search is the same sex as the student being searched.
- The student has placed their bag on the table.
- The student has been asked to remove their coat or blazer and empty the contents on to the table.
- The pockets and lining of the student's coat or blazer has been checked by either member of staff.
- The student has been asked to turn out the pockets in their trousers and place contents on the table.
- If the student is wearing boots or footwear that covers the ankle the student has been asked to remove these.
- If the student is wearing trousers, they are asked to roll the trouser legs just above the ankle to ensure there is nothing concealed – this is checked with a visual check. If the student is not wearing trousers a visual check is carried out. Once this visual check has been performed the student should replace their footwear.
- The student is given the opportunity to replace items into their pockets.
- The student's bag is opened, and the contents placed onto the table, all pockets on the bag should be checked.
- The student is given the opportunity to replace the contents of their bag.
- If a prohibited item was found at any point in the search it was confiscated and taken to the Head Teacher, Deputy Head or the member of SLT who asked you to perform the search.
- If the student is found to be carrying a prohibited item, they should be escorted to Internal Exclusion and an investigation completed. **Ensure that HT/DHT and parents are aware of any prohibited items found.**

Name of staff member conducting the search:

Signature of staff member conducting the search:

Date the search was conducted:



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

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

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



Appendix 6 – The Behaviour Investigation Process

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

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

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

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

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

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

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

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

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

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

- Of the time and place of the alleged incident. However, this does not include the giving of any unnecessary details, as their statement needs to reflect their recollection of what occurred.
- That the investigation will be fully investigated in a fair manner, outlining that this is their opportunity to ensure that their voice is heard.
- That everyone who is known to be involved in the incident will be asked to give a statement, including the alleged perpetrator(s)/victim(s) and all witnesses (both students and staff).
- How important their honesty of recollection is and that their statement will be used as part of an investigation into the incident.
- That personal information they provide will be treated with sensitivity and not disclosed to anyone unnecessarily.
- They will not be asked to attend any meetings in person because they have made a statement. If their statement needs to be used, then it will be done so anonymously. Their name will not be shared.

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



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

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

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

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

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

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

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