

POLICY ON PROMOTING EXEMPLARY BEHAVIOUR

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RATIONALE

Our Behaviour Policy is based on the understanding that:

- effective learning takes place in a calm and safe environment with every student feeling valued and supported
- students respond in a positive way when they know what is expected of them and when they are treated fairly

AIMS OF THE POLICY

The purpose of this policy is to:

- provide a secure and stimulating learning environment where everyone will be inspired to do their very best
- promote and develop confidence, responsibility, social awareness, self-esteem and self-discipline
- provide effective procedures for promoting effort, achievement and positive behaviour
- prepare students for life as independent adults with a clear sense of their responsibilities towards their communities and society in general
- establish a secure environment in which all students can be free from bullying and intimidation
- establish an environment where all individuals are valued regardless of differences eg. race, gender, class, sexual orientation or ability

1) EXPECTATIONS FOR AN EFFECTIVE LEARNING ENVIRONMENT

Kingsthorpe College strives for excellence for all of its students. In order to attain the most effective learning environment, all teachers need to demand consistently high standards of behaviour both in and out of the classroom. Emphasis should be placed on achieving a calm, orderly, positive atmosphere in which enthusiasm and motivation for learning can be generated and fostered. The pervading expectation by staff should be that a positive effort will always be made by students to understand the work in hand and that good progress will be made.

Before the lesson

- Students should enter quietly, in an orderly fashion, and be seated once told
- Students should sit and open their planners to the correct page

The start of the lesson

- The lesson should start smoothly and promptly and encourage a positive attitude to learning.
- There should be a clear, business-like beginning to each lesson, with the date, learning objectives and topic written on the board.
- Teachers should take the register, noting absences.
- Teachers should ensure that all students are paying attention.
- There should be a clear, precise introduction to the aims and objectives of the lesson.
- It is important that teachers should remind students frequently of the learning objectives and achievement levels for the unit of work on which they are currently engaged.
- Clear guidance and directions should be given concerning what is expected of students during the lesson or activity.
- A regular 'routine' should be established so that it is clear to students what is expected from them (the giving out of books; how to obtain attention from the teacher; what to do when they have finished a task, etc).
- Emphasis should be placed on relevant 'starter' activities.

- Teachers should operate a seating plan based on their knowledge of student ability and behaviour.
- The consequence system should be used whenever necessary.

During the lesson

- Teachers should reinforce details of what they are teaching by using the board (by noting vocabulary to help spelling and increase familiarity with specialist language, to put headings etc.).
- Teachers should make demands on students to speak clearly and audibly, especially when they are making lengthy presentations. Opportunities should be found to enable students to practise and improve their listening skills.
- Teachers must ensure that there are appropriate differentiated tasks available for students to do during any time that may arise when a student finishes a piece of work before others.
- The presentation of students' work should be given high priority; students should be encouraged to check their work for mistakes; they should be reminded to read texts carefully and take more responsibility for their own learning. The use of dictionaries should be actively encouraged.
- Teachers should ensure that students are engaged with the learning process. Particular consideration should be given to the pacing of the lesson.
- Teachers should look for opportunities to praise students for their work and for their positive approach to the learning process.

The plenary session

- Teachers should ensure that, by the end of the lesson, homework has been written on the board, has been clearly understood by students and has been written down in students' planners.
- The teacher should return to the objectives of the lesson and remind students of the progress that has been made during the lesson. The teacher should also point out the next stage in the learning process.
- There should be a clear, positive ending to the lesson.
- There should be an orderly exit from the classroom.

NB. Students should use the toilet, get drinks etc. at break and lunchtime, not during a lesson. If a student does have a genuine reason for needing to leave the classroom they will be issued with a corridor pass by the member of staff. Students out of lessons will be challenged as to why they are outside the classroom.

2) CODE OF CONDUCT

The College has a Code of Conduct to which students are expected to adhere. It is based upon our core values of respect, responsibility, aspiration and care for all of the people in our College.

Responsibility

We show responsibility by:

- Being prepared for our learning.
- Being honest and mature
- Understanding the consequences of our actions.

Respect

We show respect by:

- Treating everyone equally regardless of difference or personal opinion.
- Being courteous and polite at all times.
- Listening to and understanding others.

Aspiration

We show aspiration by:

- Working to the best of our ability and potential.
- Giving everybody an equal opportunity to succeed.
- Being dedicated and committed to everything we do.

Care

We show care by:

- Helping and supporting each other
- Looking after our environment.
- Co-operating and working together as a community

The core values and code of conduct statements should be displayed in all classrooms. The core values also appear on posters, the website, staff lanyards, student planners and all other written documentation.

We expect students to also demonstrate these core values outside of College as they travel to and from College in our uniform. The reputation of the College depends upon our students being seen as positive role models. Any student who fails to meet the high standards of College on the way to and from College will be sanctioned through the consequence system.

3) HOME / COLLEGE LEARNING AGREEMENT

All students and parents sign a copy of the Home/College Learning Agreement. This is then kept in the student's file.

We aim to be:	Students commit to:	Parents/Carers commit to:	Staff commit to:
A College where students succeed.	<p>Arriving punctually to College and lessons.</p> <p>Carrying the correct equipment for all lessons and using the College Planner.</p> <p>Abiding by the College dress code</p> <p>Working to the best of their ability at all times to support their own and others learning.</p>	<p>Ensuring their child is punctual with high levels of attendance.</p> <p>Ensuring their child abides by the College dress code at all times.</p> <p>Checking that homework is complete and monitoring the Planner at least weekly.</p>	<p>Delivering a curriculum that meets students' needs and enables progression.</p> <p>Regularly marking work, giving feedback and requiring students to respond to it.</p> <p>Regular formal assessment and target setting shared with parents.</p>
A College with a strong moral purpose demonstrated through our core values and belief that 'Everything is	<p>Following the core values of respect, responsibility, aspiration and care.</p> <p>Taking pride in themselves, the College and its</p>	<p>Supporting the College systems for rewards and behaviour.</p> <p>Ensuring their child takes a full and active part in the life of the College, including extra-curricular</p>	<p>Delivering rewards and consequences that are consistent, fair and appropriate.</p> <p>Providing a safe and positive environment in which to learn.</p>

Possible.’	environment. Following the College systems for rewards and behaviour. Taking a full and active part in the life of the College, including extra-curricular opportunities.	opportunities.	Valuing parents and carers views. Keeping parents and carers informed of anything affecting their child.
A College respected and valued by the community.	Acting appropriately and responsibly at all times in the Community.	Supporting their child in acting as a role model in the community and for the College.	Developing strong community links and relationships.
<i>Date</i>	<i>Name</i>	<i>Name</i>	<i>Name</i>
	<i>Signature</i>	<i>Signature</i>	<i>Signature</i>

4) THE PLANNER AND THE STAMP SYSTEM

The College is committed to encouraging and rewarding positive behaviour. To this end it employs a Positive Behaviour System (the Stamp System in years 7-11. This recognises and rewards positive behaviour, lesson by lesson, and leads to opportunities for extrinsic rewards and recognition in the longer term.

In order to discourage poor behaviour the College employs a progressive system of consequences and sanctions. Nothing must obstruct a teacher’s right to teach and a student’s right to learn.

AIMS

- To improve consistency in approach to managing student behaviour across the College.
- To increase rewards for all.
- To create clear levels within consequences.
- To monitor attendance – particularly in class attendance.
- To improve communication across the College and between staff.
- To increase tutor involvement in monitoring behaviour.
- To empower staff to be able to deal with behaviour issues.
- To encourage a sense of achievement and boost students’ self-esteem.

The essence of a good behaviour management system is clarity, consistency and fairness. It is vital that students have clear parameters for learning and behaviour; equally vital is that staff within the classroom and across the College approach student behaviour in the same way.

Consistency is the key to any successful system, therefore it is the professional duty of all staff to uphold the policy and to ensure their approach to classroom and behaviour management complies with the stamp system.

STUDENT PLANNERS

The student planner is the backbone of the Positive Behaviour Management system.

It is expected that students will:

- bring their planner to College every day
- present it to staff at the beginning of every lesson
- record all homework set
- record their progress data and targets
- look after the planner keeping it well presented and graffiti free
- show the planner to any member of staff on request
- pay for a replacement if the planner is lost or damaged
- use the planner as a communication tool between home and College
- record all stamps / commendations / attendances / targets as appropriate.

It is expected that staff will:

- ensure that all planners are stamped or a consequence recorded each lesson
- encourage students in the correct use of planners
- apply appropriate sanctions to students who misuse or fail to present planners
- assist students in the counting of stamps
- ensure the planner is well presented and free of graffiti
- use the planner as a communication tool between home and College

It is expected that parents / carers will:

- encourage students in the correct use of planners
- check the planners daily and sign them weekly
- discuss their child's targets and progress
- use the planners to check that homework is being set / recorded / completed
- use the planner as a communication tool between home and College

5) REWARDS AND CONSEQUENCES

REWARDS

There are distinct ways to reward students:

KC Lesson / Tutor stamps
Commendations from subjects and houses
Aspiration awards
Activity days
Notes of praise/postcards home
Stars of the week
Awards ceremonies

The **LESSON STAMP** provides the opportunity for all students to be rewarded for:

- good attendance
- being punctual
- being smartly presented
- being prepared and equipped for lessons
- demonstrating good behaviour during lessons / registrations
- completing an appropriate amount of work
- completing homework

The 'instant' reward at the end of each lesson is the KC reward stamp. Students do not have an automatic right to a stamp. The stamp has to be earned by complying with the expectations listed above. Once earned, this 'intrinsic' reward provides students, teachers and parents with an immediate overview, as well as an on-going record, of a student's progress.

The number of stamps a student has gained will be counted weekly and recorded termly. A student who has a full week of stamps will contribute 1 House point to the Inter-House competition

Tutor Stamps

Tutor stamps will be used during tutor periods in a similar way to lesson stamps. The tutor boxes in the planner will be stamped unless students:

- are late
- are not wearing the correct College uniform
- behave in an inappropriate way
- are absent
- present a planner which has not been signed by their parents / guardians

The tutor can also record Failure in Normal Expectations Detentions in the space for the tutor stamp.

Commendations

In addition to lesson stamps, students can earn commendation stamps. These are recorded by teaching staff in the appropriate pages of the planner and may be given for:

- exceptional work
- a period of consistent improvement
- a period of consistent excellence
- extra-curricular or community participation
- use of initiative in helping and supporting other students and / or staff

Once students have been awarded 10 commendation stamps in any one faculty (or by the Pastoral Team) they will be presented with a commendation certificate.

Faculty commendations will be presented personally to individual students by Learning Directors.

Commendation stamps bring their own rewards and are in addition to those earned through regular stamps in planners.

Aspiration awards

The Aspiration award reflects our core value of Aspiration and encourages students to work to the best of their ability and potential.

Aspiration awards are awarded to one student in every class (Years 7-13) at the end of each term (6 times a year). Once a student has received an Aspiration Award they cannot be nominated by the same teacher again during that year. This ensures that 6 students in every class are recognised annually.

The students receive a certificate and letter home. At the end of the year there is a prize draw. All students who have received an Aspiration Award are entered for the prize draw.

Inter-House competition

The Houses compete with each other in order to have an end of year activities day, whereby all of the students in that House will be off timetable.

Points are awarded in the following categories on a weekly basis:

Stamps (a full week of stamps equals 1 House point)
Attendance (scored out of 100 points)
Punctuality (scored out of 100 points)

Points are deducted on a weekly basis for the level of after school detentions and BASE referrals in each House. (Deductions up to 100 points)

Points are awarded in the following categories on a termly basis:

Aspiration awards (5 points for each award)
Commendation certificates (5 points for each award)

Stars of the Week

Students are nominated weekly by each house to meet with the Principal. This reflects a range of successes from one off activities to sustained and substantial contributions. Students can be nominated more than once in an academic year.

End of year awards ceremony

The end of year awards ceremony recognises the success and achievement of students in all years. Students are nominated for excellent achievement and attainment in Faculty areas, within each Key Stage, as well as for Principal's awards. They can also be nominated for awards in the following categories:

Sportsperson(s) of the year
The Marc Birch award for special recognition in PE and Sport
Artist of the year
Dancer of the year
Vocalist of the year
Photographer of the year
Contribution to Community
Young leader of the year

CONSEQUENCES

The 'stamp system' supports teaching and learning (in years 7-11) by combining the rights of teachers to teach and the rights of learners to learn. It is intended to be a positive system but students will be made aware that poor behaviour will not be accepted and that clear procedures will be followed for those students who fall short of expectations.

Students earn the right to be awarded a stamp at the end of each lesson by complying with the Code of Conduct. Each box for each lesson **MUST** be filled in by the teacher with a stamp or consequence.

Consequences

C1 Formal warning and loss of the KC stamp

C2	Work away from the group or change seat. Tutors to monitor and issue sanctions for repeated C1s and C2s
C3	Class teacher's detention of up to 15 minutes
C4	30 minutes faculty or pastoral detention after school. Letter sent home. Tutor, Learning Director and Achievement Director informed by email or in writing
C5	Removal to the refocus room. 1 hour College detention issued by Learning Director or Achievement Director if failure to complete C4 detention. Letter sent home.
C6	Referral to BASE by the learning Director for the remainder of the lesson. Faculty detention issued. SLT and parents informed. Where an exclusion is pending, the student may remain in BASE for the rest of the day

BASE may be used by the Learning Director straight away in an extreme case of disruption. In this instance the student loses the right to go through stages 1-5. Students sent to BASE lose the right to participate in off site rewards and activities.

Failure in Normal Expectations detention (FINE)

Where a student fails to meet the normal expectations of the College the tutor has the discretion to place the student in a FINE detention at break-time. The tutor period immediately precedes break-time. The tutor will check the planners of students in the form group. Where the student has received consequences for behaviour, failure to bring equipment, homework etc. the student will go from tutor period to the FINE detention. A FINE detention is held in each House on a daily basis.

After school detention

Teachers can set an after school detention when deemed necessary. The detention will be recorded in SIMs and a letter will be sent to the parent/carer providing the details of the detention and the reason/s why it has been set.

BASE.

The Behaviour and Support Environment (BASE) is a holding bay where students are referred either on a C6 or for a serious breach of the Code of Conduct during the college day.

It is not a punishment on its own but a student sent there will remain for the whole lesson during which he/she was referred or for the whole day if awaiting an exclusion. Students reflect on their behaviour and what they could have done differently and are then expected to undertake class work.

A follow up detention takes place and is set by the subject teacher.

Support strategies

A range of support strategies are available to support students in managing their behaviour. The nature of interventions will be based upon need and determined by the Behaviour and Educational Support (BEST) Co-ordinator in conjunction with the Senior Strategic leaders for Behaviour. The following support and interventions are available:

- Counselling
- Anger management
- Behaviour management
- The Learning Support Unit (ASPIRE or Nurture)
- Referral to Student and Family Support (wave 2 intervention)
- Referral to Multi-Agency group (wave 3 intervention)
- Involvement by other agencies such as social services, police, school nurse, Educational Psychologist, CAMHS and others

ASPIRE Learning Support Unit

The ASPIRE programme targets students with identified needs for tailored programmes of support. This may include a 6 week programme for social and emotional aspects of learning. ASPIRE also offers specialised programmes for individual students and support and tracking of students in lessons.

Nurture

The Nurture programme is a specialised individual programme of withdrawal for students. This works on aspects of behaviour, anger management and self-esteem.

Where it is felt that a student would benefit from the support of additional agency involvement (wave 3 intervention) a Common Assessment Framework (CAF) will be offered to the parent. This will ensure frequent communication between College and the parent(s). External agencies will be invited to the meetings.

Recording of rewards and consequences

Rewards and consequences are recorded in SIMs (School Information Management system) and awarded points according to the type of reward or consequence. All students have an annual on-going record of their number of reward and behaviour points. Staff are also able to record comments on positive or negative behaviours and set detentions.

6) EXCLUSIONS

Exclusions are the ultimate disciplinary sanction the College can impose on a student and are taken only in relation to serious breaches of the College's disciplinary policy. Any decision to exclude is made by the Principal in line with the behaviour policy and taking into account all of the circumstances, the evidence available at the time and the need to balance the interests of the student against those of the whole College community.

Governors' Disciplinary Panel

The Chair of Governors is informed of all exclusions. Governors may request to meet with a student and their parent for a Governors Disciplinary Panel if they feel consequences put in place by the college are not having the desired impact on the student and the student is at risk of Permanent Exclusion.

There are three types of exclusion – internal (IEU), fixed term (FTE) and permanent (PEX).

Internal Exclusion Unit

Internal Exclusion will be used at the discretion of the Principal to deal with serious incidents of misbehaviour. The Principal will determine the number of days for the student to be in the Internal Exclusion Unit.

The Internal Exclusion Unit may also be used in conjunction with a Fixed Term Exclusion. The IEU runs from 8.00am to 3.30pm and students will undertake work from the 5 lessons that they normally would have had that day.

The parent is expected to attend a meeting before the IEU and a behaviour agreement is signed. Students will not be returned to lessons until this meeting has taken place

Fixed Term Exclusion

(up to 45 days maximum in any one academic year)

Fixed-term exclusions will depend on the severity of the individual incident and the circumstances regarding the event but may be considered for the following non exhaustive list of serious breaches of expectations:

- threatened or actual assault on a member of staff / student
- swearing at a member of staff
- persistent failure to comply
- bringing a banned item onto the College site(eg. weaponry, tobacco, alcohol)
- vandalism
- bullying
- failure to comply following withdrawal from lessons
- persistent breaches of uniform policy
- theft
- malicious allegations against staff

The Principal may also decide to extend the exclusion beyond 5 days. If this happens the student will enter full-time educational provision at another School or College on the sixth day and remain there until the end of the fixed term exclusion.

Where practicable, the first part day of exclusion will take place in the IEU whilst parents are informed. During the period of external FTE, the student is the responsibility of the parents or carers who may be fined if their child is unsupervised and in public during this time. Work will be provided by the college for the student to do at home.

All students will be re-admitted into the College only after a re-integration meeting between the Principal, parents, the student and any other key staff as appropriate. In most cases a Behaviour Agreement will need to be signed and the student placed on report. Persistent problems will lead to an increase in the number of days a student is excluded for as will the severity of the offence.

Permanent Exclusion

Permanent exclusions may be considered for very serious incidents such as, but not exclusively:

- persistent breach of the College's disciplinary policy
- persistent bullying
- assault or threatened assault on a member of staff
- serious assault on another student
- illegal substance possession, use or dealing
- illegal substance paraphernalia
- sexual abuse
- extortion
- serious threats of violence
- continual and malicious disruptions of the learning of others
- bringing weaponry onto the College site

Parents and Carers

Parents and carers have the right to make representations to the Governing Body about an exclusion. The Governing Body makes the ultimate decisions on any recommendations by the Principal to permanently exclude a student. Where a governing body upholds a recommendation for a permanent exclusion, parents and carers have the right to appeal the decision to an Independent Appeals Panel.

7) ANTI-BULLYING

Every student has the right to feel safe and secure. Students should feel free from any threat of bullying and know where to go and whom to speak to if bullying occurs. Bullying affects everyone, not just the bully and their victim but also the bystanders who witness the violence, intimidation and the distress of the victim.

All stakeholders within the school have the right to feel safe from bullying behaviour.

Objectives and Principles

- All stakeholders in the College will be aware of what bullying is
- Student awareness of issues relating to bullying will be developed throughout the curriculum and tutor time/ assemblies.
- All complaints of bullying will be treated seriously and will be acted upon in accordance with practice agreed by the Kingsthorpe College community.
- Kingsthorpe College will act promptly if bullying occurs and records will be kept of all incidents.
- All members of the College community will be informed of what to do and who to go to should they observe incidents of bullying or have it reported to them.
- Students views will be regularly sought on the nature and extent of bullying within the College and this will be used to direct anti-bullying provision.
- Students will be actively involved in anti-bullying initiatives in the school and peer led interventions and support.
- Parents/carers expressing concerns about bullying will be supported by the school and will know who to contact.
- The policy adheres to the 'Preventing and Tackling Bullying' DFE document 2013.
- This policy will be monitored and reviewed with appropriate changes made in consultation with the whole school community.

The Senior Strategic Leaders for behaviour are designated as the lead people for anti-bullying provision within the College.

All staff have a responsibility to watch for and respond to incidents of bullying. Responding to bullying cannot be the responsibility of one person or even a team. It must be pursued by all.

Links to other policies

Anti-bullying contributes to all aspects of College life including teaching and learning, attendance, achievement, health and safety and equality. This policy includes related topics found in the following policies:

- Child Protection Policy
- Curriculum Policy
- ICT Acceptable Use policy
- Mobile phone policy
- CCTV policy
- Race Equality policy
- SEN Policy
- Student attendance policy

Definition of bullying behaviour

The students at Kingsthorpe College have developed the following definition of bullying:

'Bullying is any form of behaviour (physical, psychological, social or verbal) which intentionally causes distress to an individual, which may be a one-off event or repeated'

Bullying can take many forms, but three main types are:

- Physical: hitting, kicking, taking belongings;
- Verbal: name calling, insulting, making offensive remarks;

- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails, using social networks or text messages on mobile phones (cyber-bullying).

Bullying can be related to:

- Race, Religion or culture
- Appearance
- Special educational needs
- Disability
- Sexual orientation
- Home circumstances
- Sexist or sexual bullying

Kingsthorpe College will not accept any of the above behaviours from members of staff or students. In addition to students this policy covers the bullying of staff, whether by students, parents/carers or other members of staff.

Reporting and responding to bullying

Kingsthorpe College aims to create an environment where students feel that they are able to report bullying incidents and where prompt decisive action will be taken. The safety of the student being bullied and the student reporting the bullying is paramount. The student will be informed of how the incident is being dealt with. Parents and Carers will be informed as appropriate.

If a student is subject to any form of bullying behaviour they should report it to their Form Tutor, Achievement Director or House Manager. They may also use the anti-bullying mailbox located in the library or e-mail:

'beatthebullies@kingsthorpecollege.org.uk'

If a student is a witness to bullying behaviour they should also report it using the systems outlined above.

Once a case of bullying behaviour has been reported the House teams will investigate the incident. This will include taking a statement from the student being bullied and the student engaging in the bullying behaviour.

The following actions may be taken dependent upon the type and form of bullying:

- If necessary the parents/carers of the student being bullied and the student engaging in the bullying behaviour will be informed and may be invited into College for a meeting.
- If it seems appropriate the student being bullied and the student engaging in bullying behaviour will meet with the House Team to discuss what is happening and a way forward.
- If necessary the Police will be notified.
- Support mechanisms will be put into place to support the student engaging in the bullying behaviour to understand their actions and prevent future bullying.
- Consequences will be put into place dependent upon the severity of the bullying. In serious situations the student may be removed from lessons into BASE for the remainder of the day. Serious incidents of bullying may also lead to an internal exclusion or fixed term exclusion.
- Bullying incidents will be logged in the student's file for a fixed period of time. Previous bullying incidents will be taken into consideration.
- Outside agencies may become involved, as deemed appropriate.

Staff need to be alert to the signs of bullying. These signs may include:

- Sudden changes in the behaviour and demeanour of students nearby.
- Sudden gatherings or flow of students in one or two directions.
- Sudden dispersal of groups when staff approach.
- Untidy clothes following a scuffle.
- Increased evidence of heightened tension, embarrassment, shouts, poor eye contact and wariness of staff.

A student may indicate, by signs or behaviour, that they are being bullied. Parents/ Carers and staff should be aware of these possible signs and they should investigate if a student:

- Is frightened of walking to or from College.
- Does not want to go on the Public bus.
- Begs to be driven to College
- Changes their usual routine
- Is unwilling to go to College
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Regularly feels ill in the morning
- Begins to do poorly in College
- Comes home with clothes torn or books damaged.
- Has possessions go 'missing.'
- Asks for money or starts stealing (to pay the bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (lunch money has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Students with English as an Additional Language, Special Educational Need students and Young carers will be closely monitored through Learning Support and the House Teams.

House teams will closely monitor any students who are the victims of bullying behaviour and any students who have engaged in bullying behaviour. If bullying persists after the intervention of the House team the Achievement Director will liaise with the Senior Strategic leader who will decide upon the next actions. If a student engages in bullying behaviour after the intervention of the House team this will result in a higher level of consequence, including the possibility of fixed term exclusion.

Students who have experienced bullying will be offered support appropriate to the individual, and flexible enough to meet their needs. House Managers will act as a point of contact for the student, who may also be 'buddied' with a peer mentor. Outside agencies may be offered, including the College counselling service and/or support through the Learning Support Unit. It is crucial that the student understands who they should go to if they are worried, what will happen next, what support they will receive and when they will receive an update on the situation.

Students who have engaged in bullying behaviour will also be offered support in order to prevent further bullying behaviour. It is very important to differentiate between the behaviour and the person. Staff can then explain why the behaviour is unacceptable without branding the entire student as 'unacceptable.' House Managers will act as the initial point of contact and in liaison with the Achievement Director will decide upon the strategies offered which may include individual work with a member of staff working through devised programmes to 're-track' their behaviour and/or support through the Learning Support Unit.

Recording bullying incidents

SIMs.net is used for recording all behaviour incidents. In the behaviour log the type of incident should be logged as 'bullying' by members of staff.

Achievement Directors are able to print a behaviour report which identifies any bullying incidents in their House. Achievement Directors will analyse any patterns of bullying within their House from individual students and any other patterns e.g. years, locations, Special Educational Needs students, English as an Additional Language students.

Fixed term exclusions and Internal exclusions are also identified by the type of incident which is recorded as 'bullying.'

The Senior Strategic Leader is responsible for co-ordinating the system and using the data to analyse patterns and trends of bullying within the College. Any trends or patterns identified will be shared with staff.

Strategies for preventing bullying

Kingsthorpe College actively seeks a culture and climate where bullying is not tolerated. This is partly developed through the College's core values of Respect, Responsibility, Aspiration and Care. The students have worked in tutor time on what these core values mean in practice and the core values are filtered through to students through all aspects of College life.

Anti-bullying is actively taught through the curriculum and assembly programme.

All tutor rooms should have a poster clearly stating what students should do if they experience or witness bullying behaviours. The College operates an e-mail for students to confidentially report bullying incidents and there is a box in the library where students can inform staff if they are witness to or subject to any form of bullying.

House managers have received training in supporting students who have been the victims of bullying and working with students to prevent further bullying behaviours.

8) PHYSICAL INTERVENTION

Kingsthorpe College is committed to ensuring that all staff and adults with responsibility for students' safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort.

The key objectives are to:

- Maintain the safety of students, staff and visitors
- Prevent serious damage to property
- Prevent serious breaches of College discipline

This aspect of the Promoting Positive Behaviour Policy is based upon the DFE document 'Use of Reasonable Force' July 2013.

Deciding if the use of restrictive physical intervention is appropriate

Staff will view physical intervention of students as a last resort. If students are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention.

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate:

- Where there is a risk to the safety of staff, students, or visitors
- Where there is a risk of serious damage to property
- Where a student's behaviour is seriously prejudicial to good order and discipline.
- Where a student is committing a criminal offence.

Any member of staff who undertakes a restrictive physical intervention should be clear as to why it is necessary and be able to show that it was in the student's best interest and that it was reasonable and proportionate. For those students assessed as being at risk of restrictive physical intervention Positive Handling Plans will be developed. These plans outline what techniques should be used and not used along with de-escalation strategies.

The judgement on whether to use physical intervention and what physical intervention should be used should always depend on the circumstances of each case and, in the case of students with Special Educational Needs, information about the individual concerned.

Staff need to make the clearest possible judgements about:

- a. The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified.
- b. The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified.
- c. The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Using physical interventions

Before using restrictive physical intervention staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of physical intervention could include:

- a. Passive physical contact resulting from standing between students or blocking a student's path.
- b. Active physical contact such as:
 - i) Leading a student by the hand or arm;
 - ii) Ushering a student away by placing a hand in the centre of the back;
 - iii) In more extreme circumstances, using appropriate restrictive interventions, which require specific expertise and training.

The restrictive physical interventions authorised by the College are those techniques in which staff have received appropriate training and development through 'Team Teach'.

The core principles of 'Team Teach' include:

- Minimum of two staff involved.
- Last resort minimum force and time.
- Techniques that do not rely on pain or locks and allow for verbal communication.
- Staff safety and protection addressed.
- Planned responses and techniques are written out and included in positive handling plans for individual students.

Where there is a high and immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principle of seeking to use the minimum intervention required to achieve the desired result.)

Alternatives to physical intervention

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to the students to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Ensure that colleagues know what is happening and get help.

Positive Handling Plans

Individual students assessed at being at greatest risk of requiring restrictive physical intervention will be identified through the SENCo and Senior Strategic Leaders with responsibility for Behaviour. These students will be placed on Positive Handling Plans developed in consultation with the College, Parents/ Carers and the student.

Positive Handling Plans set out the situations that may provoke difficult behaviour, preventative strategies and the de-escalation strategies that are most effective. Specific strategies and techniques that have been agreed by staff when physical intervention is required are also included.

Recording and reporting incidents

The College keeps a record of all physical interventions. The incident book is located in the main reception area. All records are kept for ten years after the date of the incident.

The purpose of recording is to ensure that policy guidelines are followed, to inform parents/ carers, to inform future planning as part of the school improvement process, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Accounts of the incident should be taken from the member of staff who undertook the physical intervention, the student/s involved and any third party witnesses.

Parents/carers will be informed as soon as possible after any recordable incident. Parents/carers will be telephoned before details are confirmed in writing. Parents/carers will be informed of when and where the incident took place, which members of staff were directly involved (staff will be anonymous where necessary), why they decided physical intervention had to be used, what physical intervention was used, whether there were any injuries and what follow up action was being taken in relation to their child.

The Principal will be informed, at the earliest possible opportunity, that a physical intervention has taken place. The Senior Strategic Leader for behaviour will initiate the recording process and review each incident.

Governors will be informed of the number of physical interventions on an annual basis.

Post-incident support

The College recognises the need to ensure that staff and students have appropriate emotional support.

The student and the member of staff will be checked for any sign of injury after an incident. Immediate action will be taken to provide first aid for any injuries requiring attention.

The student will be given time to become calm whilst staff continue to supervise. When it is deemed that the student is composed, a senior member of staff will discuss the incident with the student and ascertain the reason for its occurrence. All necessary steps will be taken to re-establish a positive relationship between the student and the member of staff involved in the incident.

All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or his/her nominee) will provide support to the member of staff involved.

Parents/carers will be engaged in discussing the incident and for setting out subsequent actions and support.

Complaint procedure

If a parent/carer or student is concerned about any aspect of the management of an incident requiring physical intervention, the Principal should be informed of their concern in writing. The Principal will respond to the complaint in accordance with College policy and procedure.

9) SEARCHES, SCREENING and CONFISCATION

Members of staff can search students for any items banned by the school, with their consent. The Principal, Vice Principals and Assistant Principals have the power to search students without their consent where there is reasonable suspicion that the student may have items such as weaponry, alcohol, tobacco, illegal drugs, fireworks, pornography or stolen items. Formal written consent is not required. It is enough to ask the student to turn out his or her pockets or to look in his or her bag.

Banned items are defined as any items that are not necessary for the education of the student. This list is not exhaustive but includes inappropriate magazines, any smoking materials, water pistols, or items of inappropriate clothing.

Members of staff can seize any banned or prohibited item found as a result of a search or which they consider detrimental or harmful to College discipline.

Where a search is carried out without the student's consent the College will ensure:

- there will be two members of staff present at all times during the search
- all searches will be carried out by a staff member who is the same sex as the student
- the witness to the search will also be the same sex as the student where possible
- The student will not be asked to remove clothes, other than items of outer clothing like their coat or jacket.

Confiscated items will be returned to parents, not students. Confiscated items such as controlled drugs or stolen items will be passed to the police.

The College may decide to screen students using an arch metal detector or wand if deemed necessary.

All searches, screening and confiscations will be carried out according to the advice contained in the DFE document 'Screening, searching and confiscation.' (February 2014).

10) MONITORING AND EVALUATING

The Governing Body and the College Leadership Team will put systems in place to monitor and evaluate the implementation and the effectiveness of this policy.