

KINGSBURY HIGH SCHOOL



BEHAVIOUR POLICY

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1 INTRODUCTION

1.1 Principles

Students at Kingsbury High School have varying backgrounds, needs and abilities. It is our mission to ensure that each individual child has the opportunities, support and guidance they require in order to thrive and develop into respectful, well-rounded and balanced members of society. As a 'Silver' [UNICEF Rights Respecting School](#), we are committed to the rights afforded to all children in the United Nations Convention on the Rights of the Child (UNCRC).

Our pastoral system aims to provide boundaries and structure for our maturing students within an inclusive and supportive environment. As one of the largest schools in the country, our size offers our students a wealth of opportunities, but we must also ensure that we are small enough to care for each child. This is a team effort which requires the understanding and effort of the students themselves, the engagement of their parents/carers, the care and high expectations of Form Tutors and Year Leaders, the monitoring and intervention of Stage Leaders and Associate Stage Leaders, the direction of the Senior Leadership Team, the ongoing support from the Attitudes and Wellbeing teams and, indeed, the concern of the whole school community.

1.2 Purpose

The policy seeks to ensure:

- Kingsbury High School stakeholders understand how we seek to promote a culture of positive behaviour from our students and what their roles and responsibilities are in the pursuit of this endeavour.
- That the processes we use are clearly understood and applied consistently across the school community, whilst at the same time recognising that our commitment to the inclusion of students with Special Educational Needs or disabilities (SEND) or who may be experiencing challenging circumstances may sometimes require a differentiated approach.
- That there is fairness and transparency and proportionality in the way that sanctions are applied to address poor behaviour and that we put in place interventions for the small number of students for whom poor behaviour becomes a habit.
- That we recognise and celebrate the good effort and progress that students make.

2 STUDENT CODE OF CONDUCT

2.1 In School

There are three very simple expectations of all students all based around RESPECT:

RESPECT ourselves <ul style="list-style-type: none">• Turning up to school each day and on time in correct school uniform• Being punctual to lessons• Bringing the correct equipment to lessons• Being resilient in the face of challenges and putting our best effort into our class and homework	RESPECT others <ul style="list-style-type: none">• Focusing in lessons so that everyone is able to learn• Responding respectfully to staff and peers• Behaving in a safe manner	RESPECT our environment <ul style="list-style-type: none">• Talking at a sensible volume around the building• Putting litter in the bin, not expecting others to clean up after us• Using facilities in a responsible manner
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2.2 Outside of School

Students should remember that they represent Kingsbury High School when they wear the school uniform to and from school or when they are taking part in trips and other off-site activities. Any misbehaviour in these circumstances may bring the school into disrepute and will be appropriately sanctioned.

Additionally, any behaviour by a student of the school even when it takes place outside of school (e.g. cyber-bullying including the use of social media) which adversely affects the wellbeing or welfare of another member of the school community will also be appropriately sanctioned.

2.3 Personal Electronic Devices

Kingsbury High School recognises that personal electronic devices can have a number of positive uses including for safety and entertainment purposes. Nevertheless, their use in school often results in a number of negative behavioural issues and therefore, they are not permitted to be used, seen or heard during the school day – this is any time the school is open and students are on-site (including commuting between sites and on school trips/ visits).

Failing to adhere to these simple expectations will result in the following:

	Action	Communication
FIRST BREACH	The device will be confiscated and locked away in the school safe. It will be returned 30 minutes after the school day has finished.	The student will be warned what will happen if there are any further breaches of the school rule. Parents will be warned what will happen if there are any further breaches of the school rule.
SECOND BREACH	The device will be confiscated and locked away in the school safe. It will be returned 60 minutes after the school day has finished.	The student will be warned what will happen if there are any further breaches of the school rule. Parents will be warned what will happen if there are any further breaches of the school rule.
THIRD BREACH	The device will be confiscated and will only be released to a parent/carer after a meeting at the school to address the persistent breaches of the school rule.	The student and parent will sign a contract which sets out future expectations and any further breaches will result in the student not being permitted to bring personal electronic devices into school. If safety issues necessitate the electronic equipment being brought to school, an arrangement will be included in the contract.

Parents should support this by contacting the school if they need to get a message to their child during the school day and encouraging their child to ask reception if they need to contact home, rather than calling or sending messages directly to their child.

2.4 Bullying

Bullying is very clearly contrary to Kingsbury High School values and is completely unacceptable. 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

Any incidents of bullying should be reported to the Year Leader. The Year Leader will:

- Listen to the concerns raised
- Report the concerns to the victim’s parents/carers
- Explain to the perpetrator/s why the behaviour is harmful and unacceptable
- Report the concerns to the perpetrator/s’ parents/carers
- Offer the victim a restorative justice meeting with the perpetrator/s and moderate this meeting
- Log the concerns on school systems
- Apply any sanctions, particularly for repeated incidents which will lead to increasing sanctions

Sexual Harassment (peer on peer abuse) DFE guidance found [here](#)

Sexual harassment (peer on peer abuse) is unwanted conduct of a sexual nature. Students accused of sexual harassment or peer on peer abuse will be isolated immediately and parents contacted. They will remain isolated for the duration of the investigation which may involve police action.

At ALL times we will ensure that the victim of bullying or any form of peer-on-peer abuse is supported and kept updated with any actions.

2.5 Uniform

Students are expected to arrive in the correct uniform every day and to make sure this is maintained throughout the school day. Uniform is checked by form tutors every morning and any student with incorrect uniform will be sanctioned with a C2 and issued with a lunchtime detention. Persistent uniform issues will be followed up with by the Associate Stage Leader.

KS3: Years 7 - 9 from 2021/22	KS4: Years 10 & 11 from 2021/22
<ul style="list-style-type: none"> ● Crested blazer; school tie (jumper optional) ● Shirt: plain white ● School tie ● Trousers: tailored black trousers worn at the waist (no leggings or jeans) ● Skirts: black school skirt at the knee or below ● Footwear: entirely plain black school shoes; no trainers ● Headwear: plain hijab in black, grey, navy, blue or white; plain caps and woolly hats may be worn for appropriate weather conditions but must not be worn in the building ● Outerwear and coats: no hoodies, no tracksuit tops; no jean jackets ● Hair, nails, eyelashes and jewellery: hair should be a naturally occurring colour; only natural nails, no false eyelashes, no nail varnish; only small studs in pierced ear lobes and a watch 	<ul style="list-style-type: none"> ● Crested item (jumper and/or blazer) ● Shirt: plain white ● School tie ● Trousers: tailored black trousers worn at the waist (no leggings or jeans) ● Skirts: black school skirt at the knee or below ● Footwear: entirely plain black footwear ● Headwear: plain hijab in black, grey, navy, blue or white; plain caps and woolly hats may be worn for appropriate weather conditions but must not be worn in the building ● Outerwear and coats: no hoodies, no tracksuit tops; no jean jackets ● Hair, nails, eyelashes and jewellery: hair should be a naturally occurring colour; only natural nails, no false eyelashes, no nail varnish; only small studs in pierced ear lobes and a watch

3 REWARDS

The school's aim is to recognise, reward and promote positive behaviour. There are a number of opportunities to reward positive behaviour from students:

Verbal praise

All staff should regularly praise good effort and positive conduct from students

Praise Points (1 point)

Awarded to students for good effort and focus throughout a whole lesson

Clean slates (15 reward points)

Students who do not acquire any consequences in a week achieve a clean slate

Praise postcards (40 rewards)

Students who have shown consistent excellent effort over a half-term will receive a praise postcard

Form Group of the term

The form group in each year group with the highest number of accumulated points for attendance and achievement will have a special lunch and receive the year group trophy

Form Group of the year

The form group in each year group with the highest number of accumulated points for attendance and achievement go on a reward trip in the summer term

4 SANCTIONS

4.1 Consequence System

The "C" (consequence) system is used to apply sanctions for breaches of the school's behaviour policy.

	Behaviour	Consequence
C0 (0 points)	Low-level disruptive behaviour	A warning is given
C1 (1 point)	Continued disruptive behaviour	A final warning is given
C2 (3 points)	<ul style="list-style-type: none"> ● Removal from lesson ● Late to school ● Late to lesson ● Incorrect uniform/persistent PE kit issues ● Failure to complete homework ● No equipment ● Walking out of class without permission ● Walking away from a member of staff ● Verbal abuse of a student ● Poor corridor/playground behaviour ● Breach of PED rules ● Gambling 	<ul style="list-style-type: none"> ● 20 minute detention (after school) ● 40 minute detention (after school) ● 60 minute detention (after school) <p><i>Any student who acquires 3 or more C2s in one week will be secluded the following week (or the same week depending on the nature of the misbehaviour):</i> 3-5 C2s = 1 day seclusion 6-9 C2s = 2 days seclusion</p>

	<ul style="list-style-type: none"> ● Littering ● Hands-on behaviour ● 4th late in a half-term ● 5th late in a half-term <p><i>This is not an exhaustive list</i></p>	10+ C2s = 3 days seclusion
C3 (5 points)	<p><i>Examples include:</i></p> <ul style="list-style-type: none"> ● Missing a detention ● 6 or more lates to school ● Misbehaving in a detention ● Swearing at a member of staff ● Swearing in the presence of a member of staff ● Health & Safety breach ● Physical assault on a student ● Damage to school property ● Persistent poor corridor/playground behaviour ● Truancy ● Bullying ● Racial abuse ● Fighting ● Homophobic abuse ● Sexist abuse ● SEND abuse ● Posting/sharing offensive material ● Possession and or supply of alcohol ● Smoking ● Theft ● Possession of drugs ● Bringing the school into disrepute <p><i>This is not an exhaustive list</i></p>	<ul style="list-style-type: none"> ● SLT Detention (lunchtime or after school) ● Isolation ● Seclusion Room ● Fixed Term Exclusion ● Permanent Exclusion
C4 (20 points)	<p><i>Examples include:</i></p> <ul style="list-style-type: none"> ● Supply or intention to supply drugs ● Sexual abuse/misconduct ● Serious physical assault ● Physical assault on a member of staff ● Arson ● Possession of an offensive weapon ● Sustained and persistent bullying ● Reaching Behaviour Tier 8 <p><i>This is not an exhaustive list</i></p>	<ul style="list-style-type: none"> ● Serious breaches of the behaviour policy may result in a permanent exclusion

4.2 Detentions

Detentions are held for breaches of the behaviour policy. Parental consent is not required for detentions. Where a detention of longer than 20 minutes is to be served after school, we will endeavour to inform parents of this via a text message despite there being no requirement to do so in law. Where students are detained during lunchtime, they must be allowed to get lunch.

If the detention is for a lesson-based matter, the teacher who issued the detention should go to the detention location to discuss the reason for the detention to repair the relationship for the next lesson.

4.3 Seclusion

A student may be placed in the Seclusion Room for a serious one-off incident or for a pattern of poor behaviour. Students will generally not spend more than 3 consecutive days in the Seclusion Room. They will be given work to complete for the lessons they are missing and will be expected to do this work in silence.

The Seclusion Room operates between 09.00 and 16.15. Students booked in for seclusion will have an extended day where they will be isolated at lunch and finish at 16.15.

4.4 Isolation

Any student involved in physical altercations or any other behaviour which affects the smooth operation of the school will be isolated immediately for the rest of the day while a sanction is considered.

4.5 Fixed Term Exclusions

Fixed term exclusions are generally used for more serious one-off incidents or when a student is not engaging with internal intervention attempts. Students must remain at home and work will be provided for the student to complete.

Following a fixed term exclusion, a reintegration meeting will take place. During that meeting the reasons for the exclusion will be discussed and interventions put in place to prevent further exclusions. If the student has not completed their work during the exclusion, they will do so during their lunch break.

Fixed term exclusions can range in length of between ½ a day and 45 days. 45-days of fixed-term exclusions in one academic year will normally lead to a permanent exclusion.

4.6 Permanent Exclusion

A student will only be permanently excluded for a very serious breach of the school's behaviour policy or following a sustained pattern of very poor behaviour even after interventions have been put into place; particularly if that student being allowed to remain in school would seriously harm the education and/or welfare of other students and/or staff at the school.

4.7 Malicious Allegations

Students who are found to have made malicious allegations against members of staff at the school will be expected to reflect on the harm that such allegations can do and will receive an appropriate sanction, which in most cases will be an exclusion. The Headteacher will also consider any support that may be needed for the member of staff accused.

5 INTERVENTIONS TO SUPPORT BETTER BEHAVIOUR

5.1 Behaviour Tiers

Every student is placed on a behaviour tier. The vast majority of students will be on Tier 0, whereby infringements of the school's behaviour policy can be dealt with by:

- A restorative conversation
- Parental support
- Detention

However, persistent or more serious breaches of the behaviour policy will result in a student being placed on a tier.

The following progression refers predominantly to students continually causing concern over an academic year. One-off serious incidents may necessitate an alternative course of action:

	ISSUE	CONSEQUENCE	INTERVENTION	STAFF INVOLVED
T I E R 1	FIRST <ul style="list-style-type: none"> • 3 or more C2s accrued in a week • C3+ misbehaviour 	The student will spend at least one day in the Seclusion Room. They will complete work and reflect on the reason for the seclusion.	Parents will be informed by phone and letter. On report to Form Tutor for a minimum of two weeks.	Year Leader Form Tutor
T I E R 2	FAILURE TO ENGAGE IN INTERVENTIONS and SUPPORT <ul style="list-style-type: none"> • 3 or more C2s accrued in a week • C3+ misbehaviour 	The student will spend at least one day in the Seclusion Room. They will complete work and reflect on the reason for the seclusion.	Parents and student will be requested to attend a meeting at school to address the behaviour issues. On report to Year Leader for a minimum of three weeks.	Year Leader Year Leader
T I E R 3	FAILURE TO ENGAGE IN INTERVENTIONS and SUPPORT <ul style="list-style-type: none"> • 3 or more C2s accrued in a week • C3+ misbehaviour 	The student will spend at least one day in the Seclusion Room. They will complete work and reflect on the reason for the seclusion.	Parents and student MUST attend a meeting at school to address the behaviour issues. The student's name will be added to the Pastoral Intervention Meeting (PIM) list. On report to Stage Leader for a minimum of three weeks.	Year Leader Stage Leader Asst. Head, Attitudes Stage Leader
T I E R 4	FAILURE TO ENGAGE IN INTERVENTIONS and SUPPORT <ul style="list-style-type: none"> • 3 or more C2s accrued in a week • C3+ misbehaviour 	The student will spend a week at another local school for a period of behaviour respite. They will complete work and reflect on the reason for the behaviour respite.	Parents and student MUST attend a reintegration meeting to address the behaviour issues. On report to Asst. Head for a minimum of four weeks.	Year Leader Asst. Head, Key Stage Asst. Head
T I E R 5	FAILURE TO ENGAGE IN INTERVENTIONS and SUPPORT <ul style="list-style-type: none"> • 3 or more C2s accrued in a week • C3+ misbehaviour 	The student will spend two weeks at Article 28. They will complete work and reflect on the reason for the Article 28 placement.	Parents and student MUST attend a reintegration meeting to address the behaviour issues. On report to Head of School for a minimum of six weeks.	Year Leader Head of School Head of School
T I E R 6	FAILURE TO ENGAGE IN INTERVENTIONS and SUPPORT <ul style="list-style-type: none"> • 3 or more C2s accrued in a week • C3+ misbehaviour 	The student will spend four weeks at Article 28. The student will start on a Pastoral Support Plan.	Parents and student MUST attend a Governors' Disciplinary Panel. On a Pastoral Support Plan for a minimum of 16 weeks, with reviews at 4, 8, 12 weeks and 16 weeks.	Asst. Head, Attitudes Governors Asst. Head, Key Stage Stage Leader Brent Inclusion

T I E R 7	FAILURE OF PASTORAL SUPPORT PLAN	A range of options will be considered including a further Article 28 placement or a managed move.	Parents and student MUST attend a meeting with the Head of School. Student will not return to lessons until parents attend meeting	Asst. Head, Attitudes Head of School Stage Leader Year Leader
T I E R 8	FAILURE OF ALL INTERVENTIONS	The Headteacher will decide on the student's educational future	Parents and student MUST attend a meeting with the Headteacher. Student will not return to lessons until parents attend meeting	Headteacher

5.2 Teacher Review

Teachers who are concerned with the persistent poor behaviour or attitude to learning (usually across several consecutive lessons) of any student they teach should:

Step 1	<p>Speak with the student during the detention they have issued.</p> <ul style="list-style-type: none"> ● Establish the reason for the behaviour and consider the feedback of the student with an open-mind. ● Explain how the situation can be resolved. Reassure the student that the next lesson is an opportunity for a fresh start 	Teacher
Step 2	<p><i>if the poor behaviour continues...</i></p> <p>Call home to seek the support of parents/carers with the behavioural issues.</p> <ul style="list-style-type: none"> ● Explain the Step 1 action, but the poor behaviour has continued <p>Seek the support of their Associate Head of Faculty to review the seating plan, arrange an observation and consider other possible reasons for the behavioural issues.</p>	Teacher Assoc. Head of Faculty
Step 3	<p><i>if the poor behaviour continues...</i></p> <p>Seek the support of their Head of Faculty.</p> <ul style="list-style-type: none"> ● Liaise with the Stage Leader to check if the student is already on report for wider behaviour issues. <ul style="list-style-type: none"> - If the student is already on report for wider behavioural issues (particularly Tier 4 or higher), let the pastoral team continue this process and put in place faculty-based support for the teacher - If the student is not already on report for wider behavioural issues, arrange a meeting with the parents/carers of the students ● Arrange a meeting with the parents/carers of the students to discuss the issues and the impact the behaviour is having. Place on Teacher Review and arrange another review meeting for 3 weeks' time. 	Head of Faculty

5.3 Pastoral Intervention Meetings (PIMs)

During these meetings individual student cases are discussed. Members of the pastoral, inclusion and safeguarding teams ensure that individualised support is put into place including allocated assessments, specialist staff and outside agencies. Strategies, interventions, support and an allocated staff member overseeing the child will then be shared with staff to ensure a differentiated approach to managing their school experience from all involved.

Interventions may include:

- 1-to-1 mentoring (Form tutor, Year Leader, Stage Leader, Assistant Headteacher, Head of School)
- Restorative Justice
- Reports: Positive Focus/Punctuality/Attitude to Learning/ Graduate support plans
- Teacher and Faculty Review
- Peer mentoring
- Temporary timetable reduction
- Excel Day intervention groups
- Emotional Intelligence (EQ) work
- Counselling
- SEND, speech and language skills and social skills investigations and/or referrals
- Clubs and revision sessions
- Be Strong Online ambassador training
- Girls on-board
- Police Cadets
- Safeguarding interventions
- Safer Schools Officer meeting
- Education Welfare Service
- CAMHS
- Brent Inclusion Team
- Pastoral Support Plans
- Youth Offending Team
- Governors' Panel

5.4 Article 28 (On-Site) and External Alternative Provision

Article 28, named after the article in the United Nations Convention on the Rights of the Child – *the right to an education* – is Kingsbury High School's on-site alternative provision for students displaying persistent poor behaviour or students who are experiencing circumstances which may make it difficult for them to be in main circulation.

It is based on the Lower School site and operates between 09.30 and 16.15. Students will complete their academic work in the provision and will also receive interventions to address their behavioural issues. The goal of the provision is to help students to prepare for successful reintegration back into mainstream education.

Other external provision is sometimes utilised including respite time in other local schools, [Ashley College](#) for students with medical issues and managed moves to other local schools.

5.5 Pastoral Support Plan (PSP)

A PSP will begin after a student reaches Tier 6 (of 8) in a given academic year. This, therefore, follows persistent poor behaviour from a student despite interventions to try to address this behaviour.

Up to 3 targets will be set to address the poor behaviour from the student and explain the further support that will be put in place. A PSP should only be put in place after the school has exhausted all internal interventions including referral to Article 28 to address poor behaviour as the failure of a PSP could very well lead to a permanent exclusion or a managed move to another school.

An Assistant Headteacher and the student's pastoral team will be present in the initial meeting setting up the PSP and support will be sought from Brent Inclusion Services. The Stage Leader will oversee the regular monitoring of the PSP. The PSP will run for up to 16 weeks with a formal review at 8 weeks.

6 SEARCHING, SCREENING AND CONFISCATION

6.1 Searching

Searching with consent - School staff can search students with their consent for any banned items. Formal written consent is not required from the student for this sort of search; it is enough for a member of staff to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

Searching without consent - The Headteacher and staff authorised by him have a statutory power to search students or their possessions, without consent, where there are reasonable grounds for suspecting the student may have a prohibited item. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to:
 - to commit an offence or a breach of this behaviour policy
 - to cause personal injury to, or damage to the property of, any person (including the student)

This type of search must be done by a staff member who is the same sex as the student being searched and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched. There is a limited exception to this rule - a search of a student can be carried out by a staff member of the opposite sex and/or without a witness present only where there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The person conducting the search may not require the student to remove any clothing other than outer clothing; that is clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Only a police officer may conduct a more thorough search.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Dealing with banned items - The member of staff authorised to conduct the search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

- **Alcohol / tobacco / cigarette papers / fireworks** - should be disposed of and not returned to the student
- **Controlled drugs (or other substances e.g. 'legal highs')** - should be delivered to the police as soon as possible
- **Stolen items** - should be delivered to the police as soon as possible or may be returned to the owner
- **Pornographic images** - may be disposed of unless there are reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as possible

- **Weapons or items which are evidence of an offence** - must be delivered to the police as soon as possible
- **Other banned items** - account of all relevant circumstances should be taken and professional judgement should be used to decide whether to return it to its owner, retain it or dispose of it.

6.2 Screening

The school can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if it does not suspect them of having a weapon and without their consent. Any member of staff can screen students.

If a student refuses to be screened, the school may refuse to have the student on the premises. This is not an exclusion, but an unauthorised absence and will continue until the student complies with the rules.

6.3 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

6.4 Informing Parents and Handling Complaints

The school is not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. Although there is no legal requirement to do so, in most cases (i.e. when there are no child protection concerns) the school will inform parents and guardians when banned items are found. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

7 USE OF REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Force must never be used as a punishment and should only be used where staff believe there is an imminent and credible threat to their safety or the safety of another member of the school community. Outside of these situations, and if a student fails to follow the instructions of a member of staff, the student should be followed at a reasonable distance so his/her whereabouts can be accounted for. If the student chooses to leave the school site, parents should be contacted, and a suitable sanction issued on his/her return.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Any complaint brought by a student about the use of force should be thoroughly, speedily and appropriately investigated. Any disclosures should be passed to the Headteacher to investigate. Where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.

8 INCLUSION

Kingsbury High School's values are always underpinned by inclusion and we also recognise the duties placed on us under the Equality Act (2010). In particular, we must take note of any disabilities or learning needs a student may have which may have resulted in a particular behaviour. Some learning difficulties may mean that some students are more likely to break school rules than other students.

In such situations it may not be appropriate to rigidly apply sanctions in order to address this behaviour. At the same time, we must not allow a culture of low expectations for students with SEND; we must consider each situation on a case-by-case basis.

9 ROLES & RESPONSIBILITIES

9.1 *Students*

- Are responsible for ensuring they adhere to the Student Code of Conduct and demonstrate rights respecting values in school.
- Are asked to feedback via the school council regarding behaviour.
- Are able to use edulink to monitor and track their behaviour record.

9.2 *Parents/Carers*

- Are responsible for supporting their child in adhering to the Student Code of Conduct.
- Are responsible for informing the School of any changes in circumstances which may affect their child's behaviour.
- Are responsible for discussing any behavioural concerns with relevant staff members promptly.
- Are responsible for using edulink to monitor and track their child's behaviour record.
- Are responsible for using guardian summaries from google classroom to monitor their child's home learning.

9.3 *Staff*

- All staff are responsible for supportive good behaviour.
- We should ensure that this policy is consistently implemented, model positive behaviour, praise good behaviour and challenge (and sanction where necessary) all inappropriate behaviour.

9.3.1 *Teachers*

- Are responsible for setting the tone and context for positive behaviour within their classroom by creating and maintaining a stimulating environment that encourages students to be engaged in their learning and ensuring clear, consistent expectations are maintained in each lesson.
- Should use a variety of behaviour management techniques and the language of choice to avoid unnecessary confrontation and de-escalate conflict.
- Should ensure orderly starts and ends of lessons.
- Must reconcile with a student following a lesson removal either in the Internal Exclusion Room or in detention on the same day, where possible.
- Are to enable students to have a fresh start following a behaviour issue.
- Are responsible for informing parents/ carers of any concerns they have with a student

9.3.1 Form Tutors

- Are responsible for the delivery of STDR, PSHE, the development of emotional intelligence and the rights respecting ethos in their tutees.
- Are responsible for supporting their tutees' wellbeing and personal development and promote the aims of the KHS pastoral system
- Are responsible for the accurate registration and checking their tutees are in correct uniform and fully equipped at the start of the day.
- Are responsible for highlighting and promoting positive behaviour amongst their tutees.
- Are responsible for using the B4L data to spot issues and trends and place their students on report if they have accrued 3 C2s in a week.
- Are responsible for monitoring the reports of students who have reached Tier 1 of the behaviour chart and to communicate any concerns to Associate Stage Leaders
- Are responsible for encouraging their tutees to participate in the wider school life; including the use of unifrog and participation in the Kingsbury Guarantee and Commitment (Years 7-9).

9.3.2 Behaviour Manager

- Is responsible for managing detentions and internal exclusions.
- Is responsible for analysing behaviour trends.
- Is responsible for managing the work of the B4L team and Article 28.
- Delivers CPD to staff groups.
- Supports staff with creating positive relationships in the classroom including restorative justice conversations with our challenging students.

9.3.2 Year Leaders

- Are responsible for the emotional wellbeing of their year group
- Are responsible for the delivery of year group assemblies.
- Are responsible for the day to day incident management of their year group
- Are responsible for conducting restorative justice meetings in the first instance.
- Are responsible for parental engagement and communication.
- Are responsible for initiating interventions for students whose behaviour fails to meet the expectations in this policy, particularly involving parents/carers as early and as regularly as possible.
- Are responsible for supporting student attendance including the monitoring, tracking and analysis of key groups.

9.3.3 Associate Stage Leaders

- Oversee the behaviour tiers and behaviour interventions – tracking, monitoring and analysis
- Track the needs and progress of disadvantaged students
- Ensure the effective implementation of form time – timetable and monitoring
- Putting in place interventions for students who persistently fail to complete homework
- Following up on organisation for learning issues - persistent uniform and/or equipment issues
- Support with year group specific events
- Supporting with the delivery of the personal development curriculum
- Support with the responsibilities of the Year Leader if absent
- Duties: Support, as part of a pastoral rota, the supervision of students before school, at breaks, lunchtimes and after school.

9.3.4 Stage Leaders

- Are responsible for ensuring all students within their stage make good progress. They should identify opportunities to praise good behaviour and identify any barriers to learning.
- Are responsible for reviewing data from Year Progress Reviews (YPRs) and leading those meetings which put in place action plans to praise good progress and attitude to learning from students and intervene when this is not the case.
- Are responsible for requesting work from teachers of students who have been fixed term excluded for two or more days.
- Are responsible for the delivery and management of assemblies and the coordination rewards

9.3.5 Heads of Faculty

- Are responsible for reviewing behaviour issues across their faculties. They should seek to intervene when data suggest there are pockets of particularly poor behaviour and investigate whether staff in their faculties have sufficient support to maintain good behaviour from students.
- Are responsible for reviewing ATL data in the Year Progress Reviews (YPRs) for each group every term and address any issues which arise.
- Are responsible for supporting teachers in the Teacher and Faculty review process.

9.3.6 Headteacher and Senior Leadership Team

- Is responsible for ensuring that the school environment encourages positive behaviour and that staff are supported and deal effectively with poor behaviour.
- Is responsible for monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Assistant Headteachers lead the Behaviour Site Meetings and make judgements on internal seclusions and lead the Pastoral and Attendance Intervention Meetings.
- Heads of School make judgements on fixed term exclusions up to 10 days.
- The Headteacher makes judgements on exclusions in excess of 10 days and permanent exclusions.


9.4 Governors


- Are responsible for monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation.
- The Full Governing Body reviews this policy each year.
- A panel of the Governing Body is responsible for hearing appeals regarding fixed term or permanent exclusions where necessary.
- A panel of the Governing Body is responsible for reviewing a student's educational future if he/she reaches Tier 6 on the behaviour tiers.

STATUTORY GUIDANCE



- *Behaviour & Discipline in Schools* (DfE, 2016):
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- *Dealing with Allegations of Abuse against Teachers and Other Staff* (DfE, 2012):
<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff>
- *Exclusion from maintained schools, academies and pupil referral units in England* (DfE, 2017):
<https://www.gov.uk/government/publications/school-exclusion>
- *Searching, screening and confiscation* (DfE, 2018):
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- *Use of Reasonable Force* (DfE, 2013):
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>




APPENDIX 1 - A Summary of the United Nations Convention on the Rights of the Child

 <p>1 DEFINITION OF A CHILD</p>	 <p>2 NO DISCRIMINATION</p>	 <p>3 BEST INTERESTS OF THE CHILD</p>	 <p>4 MAKING RIGHTS REAL</p>	 <p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6 LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7 NAME AND NATIONALITY</p>
 <p>8 IDENTITY</p>	 <p>9 KEEPING FAMILIES TOGETHER</p>	 <p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11 PROTECTION FROM KIDNAPPING</p>	 <p>12 RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13 SHARING THOUGHTS FREELY</p>	 <p>14 FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15 SETTING UP OR JOINING GROUPS</p>	 <p>16 PROTECTION OF PRIVACY</p>	 <p>17 ACCESS TO INFORMATION</p>	 <p>18 RESPONSIBILITY OF PARENTS</p>	 <p>19 PROTECTION FROM VIOLENCE</p>	 <p>20 CHILDREN WITHOUT FAMILIES</p>	 <p>21 CHILDREN WHO ARE ADOPTED</p>
 <p>22 REFUGEE CHILDREN</p>	 <p>23 CHILDREN WITH DISABILITIES</p>	 <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25 REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26 SOCIAL AND ECONOMIC HELP</p>	 <p>27 FOOD, CLOTHING, A SAFE HOME</p>	 <p>28 ACCESS TO EDUCATION</p>
 <p>29 AIMS OF EDUCATION</p>	 <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31 REST, PLAY, CULTURE, ARTS</p>	 <p>32 PROTECTION FROM HARMFUL WORK</p>	 <p>33 PROTECTION FROM HARMFUL DRUGS</p>	 <p>34 PROTECTION FROM SEXUAL ABUSE</p>	 <p>35 PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36 PROTECTION FROM EXPLOITATION</p>	 <p>37 CHILDREN IN DETENTION</p>	 <p>38 PROTECTION IN WAR</p>	 <p>39 RECOVERY AND REINTEGRATION</p>	 <p>40 CHILDREN WHO BREAK THE LAW</p>	 <p>41 BEST LAW FOR CHILDREN APPLIES</p>	 <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
 <p>43-54 HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					



The Kingsbury Way RESPECT



SELF 	OTHERS 	ENVIRONMENT 
<ul style="list-style-type: none">• Arriving to school each day, on time, in correct uniform and with my equipment• Being punctual to lessons• Being resilient in the face of challenges and putting my best effort into all my work	<ul style="list-style-type: none">• Focusing in lessons so that everyone is able to learn• Responding politely to staff and peers• Behaving in a safe and responsible manner	<ul style="list-style-type: none">• Talking at a sensible volume around the building• Putting litter in the bin, not expecting others to clean up after us• Using facilities in a responsible manner