KINGS COLLEGE GUILDFORD

Behaviour for Learning Policy 2026 - 2027

This policy was written in accordance with the latest Department for Education guidance which came into effect on 1 September 2022. For further information, please see the full DfE guidance here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

'Work hard, be kind and push yourself.'

POLICY REVIEW AND AMENDMENT LOG

Status & Review Cycle: **Statutory; annually**
Next review date: **September 2027**

Reviewed By	**Review Date**	**Reviewing Governor**	**Date Approved by Governing Body**
Kate Carriett	July 2013	Matthew Armstrong	October 2013
Anna Wallis	March 2017		
James Grant Duff	September 2017	Bob Arnold	12/10/2017
James Grant Duff	May 2018	Bob Arnold (EWG)	21/06/2018
Ed Moulton	July 2019	Bob Arnold	26/09/2019
Dave Ferguson	August 2020	Mick Michell	08/12/2020
Dave Ferguson	September 2021	Mick Michell	20/10/2021
Dave Ferguson	September 2022	Mick Michell	19/10/2022
Rebecca Francis	July 2023		
Rebecca Francis	September 2024	Jo Oliver	21/10/2024
Rebecca Francis	July 2025	Jo Oliver	23/09/2025
Rebecca Francis	September 2026	Jo Oliver	06/10/2026

AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

ACHIEVING HIGH STANDARDS OF BEHAVIOUR: 'Work hard, be kind and push yourself.'

At Kings we teach, model and value positive social and academic behaviours, all of which are framed by our mantra: 'Work hard, be kind and push yourself'. We hold all students to the same high standards of behaviour which are maintained within the classroom, around the school and within the wider community. We use a combination of positive and negative reinforcement strategies to ensure Kings is a happy, safe and effective learning environment for all children and adults. In instances when a student's behaviour is less than ideal, students receive sanctions, often after normal school hours, which are explicitly outlined to pupils, staff and parents. We also aim to understand the context in which it has happened - classroom, friendship groups, family life, the wider community, etc. - so that students can reflect and make the changes necessary to behave more appropriately next time.

Behaviour, therefore, is not viewed in isolation and there are clear links with other systems and policies in and out of school:

- Teaching and Learning
- SEND and Inclusion
- Anti-bullying
- Suspension and Exclusion
- Equalities
- Safeguarding, including allegations
- Complaints

ROLES AND RESPONSIBILITIES

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

Principal

The Principal is responsible for determining the measures to be taken to meet the principles of the Behaviour Policy. The Principal will:

- Put in place a management structure for all staff, with a clear description of roles and responsibilities to address behavioural issues, which is communicated effectively.
- Promote the positive ethos of behaviour policy principles and challenge discriminating practice.
- Ensure the curriculum includes measures to improve the social, emotional and behavioural development of children across the whole curriculum.
- Provide training, mentoring and consultation opportunities for all staff about behaviour and social/emotional development.
- Ensure participation by all members of the school community in all aspects of school life.

Staff

School staff will implement this policy, applying it consistently and fairly. They will share in the process of review and communicate any ideas for improvement to the school's Senior Leadership Team. Creating a calm and safe environment for pupils through modelling expected behaviour and positive relationships.

Students

All students are responsible for adhering to the school's behaviour policy. Students are explicitly made aware of classroom, corridor and playground expectations. These are communicated via school assemblies, induction meetings and the home school agreement.

Parents and Carers
Parents and carers are responsible for ensuring and supporting their child to adhere to the school's behaviour policy, available in full to parents on the school website. Parents sign the *Home School Agreement* to indicate that they have understood the principles of the behaviour policy and fully support the school in its implementation, including the use of detentions after school hours. Parents and carers must notify the school of any change to their contact details to ensure that they (or a designated responsible adult for an emergency) can be contacted at any time during the school day.

PROMOTING GOOD BEHAVIOUR
At Kings College we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management strategies and skills. Suggested strategies for promoting positive behaviour are regularly reviewed and discussed and all new teachers are inducted into the behaviour system as part of their initial CPD. We also ensure that all supply teachers are provided with a summary of our behaviour policy and are recommended strategies for promoting good behaviour.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed within the whole curriculum (assemblies, tutor time, PSHE, etc.) as appropriate. We also ensure that students new to the college (whether Year 7s or newly arrived students) are fully inducted into the expectations of the college and that they understand the behaviour policy so that they can have a positive and successful transition.

INCLUSIVITY
Kings prides itself in being an inclusive school. We welcome students from all areas of the globe and from all backgrounds. Our diversity is a strength, and we do not tolerate any forms of prejudice or discrimination. This message is spread regularly through our core values, whole-school assemblies, Student Leadership Team, etc.

REWARDS
Kings College believes that rewarding desired behaviour plays an important role in ensuring a positive learning environment. The college positively encourages and rewards behaviours using the following categories:

Working Hard
Being Kind
Community
Excellence

Students at Kings are rewarded in a variety of ways. Whilst we believe that the best rewards are intrinsic and the ultimate reward is a good education, we understand the importance of recognising and rewarding students who go above and beyond.

These rewards include but are not limited to: Reward Cards (under the four headings above), House Points, Student of the Week, No Logs Rewards, Prefect points, GCSE ready awards, Subject Post Cards, letters home, attendance prizes, Principal's Excellence Awards, and Annual Academic Awards.

DEALING WITH INSTANCES OF POOR BEHAVIOUR
At Kings, we pride ourselves in our purposeful and friendly school environment. Like all schools, we do have instances where children misbehave. These instances are dealt with assertively and in a timely manner. Some behaviours are of course more serious than others. Misbehaviours, as defined below, are typically dealt with using the school's detention procedures. Serious misbehaviour, again defined below, would typically trigger fixed term suspension from school or, in severe cases, permanent exclusion.

Misbehaviour is defined as, but not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Unkindness/poor attitude
- Incorrect uniform
- Missing/incorrect equipment
- Use of mobile phone
- Lateness to school/lesson
- Eating outside of designated areas

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules
- Persistent disruptive behaviours
- Any form of bullying
- Child-on-child abuse
- Any form of physical violence
- Harmful sexual behaviours, such as:
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Use of nicotine products (Including but not limited to smoking, vaping or snus)
- Racist, sexist, homophobic or discriminatory behaviour (including around gender identity)
- Possession of any prohibited items, such as:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items

- Tobacco, cigarette papers, lighters, e-cigarettes ('vapes') or any other types of tobacco products (including but not limited to snus).
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any instances of bullying or discriminatory behaviour will follow the discrimination process outlined below:

DISRUPTIONS TO LEARNING

We hold all students to the same high standards of behaviour in all classrooms so that every child has the opportunity to learn. We aim for our expectations to be explicit so that students are clear on what is expected of them and so all staff manage student behaviour in a consistent way.

Subject teachers are fully responsible for the behaviour within their classrooms and are expected to follow and enforce the school's behaviour policy when dealing with any instances of poor behaviour. Teachers will facilitate a positive climate for learning every lesson and will plan lessons to engage students in learning that is appropriately challenging for all students. If a student chooses to disengage with their learning opportunities and/or disrupt the learning of others, the teacher must apply sanctions according to this policy.

In lessons, teachers will use the 'Traffic Light' system to communicate to a student when they have misbehaved. Students begin each lesson on 'Green' and are expected to adhere to routines, listen attentively, engage with learning opportunities, complete their work to the best of their ability and demonstrate good manners. If a student misbehaves (e.g. calling out, talking over the teacher, etc.) they are verbally issued a 'warning'. If they misbehave again, they are issued 'amber' / 'final warning'. On a third instance of misbehaviour, they are issued a 'red' and expected to head to the allocated area for collection. Any student who reaches 'red' must complete a 75-minute detention on the same day (following day if the 'red' occurs towards the end of the college day). Parents will be notified before

keeping a child until 4.15pm. Any student who continues to misbehave after reaching 'red' or fails to attend their 75-minute detention will be issued with a 2.5-hour detention. If a student misbehaves while in a 2.5-hour detention or receives three red removals in one day, the student will be issued with a half-day suspension and return to school the next day to complete the 2.5-hour detention.

LATENESS TO LESSONS

If a student is late to a lesson they receive a 30-minute after school detention. If a student is later than 10 minutes to a lesson they are issued with a 75-minute detention for truancy.

TRUANCY

Truancy is extremely rare at Kings. Should a student choose not to attend their lesson or tutor time (or arrive more than 10 minutes late) they will be issued with a 75-minute detention.

LATENESS TO SCHOOL

If a student is late to school, they must complete a 10-minute detention at lunch. Where students are persistently late, further sanctions will be applied. For instance, if a student is late to school 3+ times in a module, they will complete 30-minute afterschool detentions for each subsequent time they're late and parents will be notified. If a student is late 5+ times, the detention escalates to 45 minutes after school and a parental meeting will be arranged. Further lateness could result in a detention of up to 75 minutes per occasion.

MISSING EQUIPMENT

Students need to arrive at school equipped to learn. We expect all students to arrive every day with a schoolbag, their books for the day and a fully stocked pencil case. If a student fails to bring suitable equipment to school, they will receive a behaviour log and must complete a 15-minute detention at lunch**.** If the issue is persistent the detention length could be increased to a 2.5-hour detention.

> **Required equipment in pencil case:** two blue/black pens, pencil, rubber, sharpener, DART pen (provided by school), ruler, calculator, glue stick, highlighter(s), scissors (rounded only), whiteboard marker, maths set (including protractor, compass, etc.).

INCOMPLETE HOMEWORK

Homework is issued every lesson, every day (except Core PE, IT and PSHE). If a student fails to complete a piece of homework, they receive a behaviour log and must complete a 30-minute detention after school on the same day (next day if issued Period 3). If a student fails to complete 3 pieces of homework in one half-term, they must complete a week of homework detentions to help support their learning. If the issue is persistent the detention length could be increased to a 2.5-hour detention.

INSUFFICENT WORK COMPLETED IN LESSONS

If a student fails to produce enough work in the lesson, the teacher will give them a 10-minute lunchtime detention to complete the work. In rare occasions detention length can be extended to up to 75-minutes to ensure work is completed.

UNIFORM

All students are expected to wear full school uniform (see below). All belongings should be clearly marked with the student's name to aid identification when found. Please see the website for all uniform information. Uniform - Kings College Guildford

School Uniform

- **Blazer* -** Kings College blue with Kings logo.
- **Tie* -** Blue Kings College tie.

- **Skirt -** Plain black woven fabric, pleated, worn knee-length.
- **Shirt -** Traditional shirt in white with short or long sleeves and buttoned to the neck. Girls are not permitted to wear fitted blouses.
- **Jumper** (optional) - Plain grey, V-neck, pullover.
- **Cardigan -** (optional) - Plain grey cardigan.
- **Trousers (boys or girls) -** Plain black, straight legged and tailored fit.
- **Belts -** Plain black with small buckle. Logos/brands not permitted.
- **Tights -** Plain black, opaque or neutral. (Any tights with holes will need to be replaced the next day).
- **Shoes** - Plain black, polishable shoes. No trainers or boots permitted.

Please note that hoodies are not permitted.

Items marked with an * to be purchased from the school uniform shop.

Physical Education
Students must wear Kings College PE Kit purchased from the school uniform shop for all PE lessons.

- **PE top*** (compulsory) - Navy with Kings logo
- **PE shorts or PE 'skort'* -** Navy
- **PE Leggings* -** Navy
- **PE sweatshirt -** Navy
- **Winter sports socks -** Navy
- **Summer sports socks -** Plain white only
- **Track pants or Kings leggings** (recommended for colder months) - Navy
- **Trainers** (compulsory) **-** Any colour (not available from the school uniform shop)
- **Moulded sole football boots** (These are not 'astro boots' and must have moulded studs)

Items marked with an * to be purchased from the school uniform shop.

To help ensure the hygiene, safety and comfort of students, all students must wear the correct kit for PE lessons. Students who are unwell or injured are still required to wear the correct kit and help in any way possible. Any student who wishes to be excused from participating in a PE lesson due to an injury must have a note from their parent/carer. Any student who arrives to lesson without their PE kit must borrow one from the school and will receive a 10-minute lunchtime log for 'equipment'.

Standard of Dress
At Kings we take a pride in our school and appearance and expect all students to arrive in and maintain a certain standard of dress. The school reserves the right to uphold the dress code, which may in rare

circumstances include sending students home to change, having parents collect students to correct the issue or isolating students within the school.

Make-up – Students are expected to wear no to minimal make up. Any make-up that does not look natural (including false eyelashes) will be asked to be removed. Lunchtime detentions will take place until they are removed.

Piercings- restricted to one small stud in each ear lobe, no other piercings are permitted. Historic facial piercings must be replaced with a clear stud or covered with a plaster or tape. It is the student's responsibility to provide the plasters and tape to cover these studs. Students will receive lunchtime detentions each day until the issue is rectified. If a student is asked to remove their piercings multiple times in one day, detentions can be set on each occasion escalating to up to a 2.5-hour detention. No jewellery is permitted during PE lessons; all studs will be expected to be removed. If the issue persists detention lengths may increase until the issue is resolved.

Nails – Students are not permitted to wear any varnish on their nails. False nails (including acrylic, gel or shellac coatings) are not permitted, and students will be asked to have them removed and will be issued with lunchtime detentions until this takes place. If the issue persists detention lengths may increase until the issue is resolved.

Hair - Natural colours only (no bright reds, pinks, blues, etc.). Students who arrive at school with hair dyed an unnatural colour will be asked to rectify the situation immediately. This could result in internal isolation until the issue is resolved.

DETENTIONS

Kings runs a centralised detention system. If a student fails to attend any 10-minute detention (e.g. for incorrect uniform) they must complete a 30-minute detention after school. Same day detentions longer than 10 minutes will be communicated to parents via ClassCharts app, email or a phone call in more serious instances. Students will be expected to attend a detention on the date and time set. However, the college will endeavour to respond positively to parents when a request is made for a deferment due to a valid, reasonable commitment (e.g. medical or dental appointment).

SUSPENSIONS

Kings College is committed to using suspensions as a last resort after other sanctions have been considered. Permanent exclusion is extremely rare. Where suspension is used the college conforms to the Surrey CC and DfE Guidance.

If a student is suspended for a period of 3-5 days the college will provide work, most often in the form of workbooks which can be collected from reception. It is the parent's responsibility to ensure the student completes the work and returns it to the college for marking (N.B. parents can be fined if students are found in a public place during a suspension). From Day 6 of suspension students will be expected to attend the alternative learning venue as directed. In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

Reintegration meetings are considered to be a vital part of the reintegration process and provide parents, the student and school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a student's successful readmission. If parents do not attend a scheduled reintegration meeting additional measures may be taken to facilitate their full participation in the process.

As stated above, permanent exclusions are extremely rare and only used when the college has exhausted all other strategies. Wherever possible the college works with other local schools to

facilitate directed provision to a new school or a referral to alternative provision which may make permanent exclusion unnecessary. Please refer to our Exclusions Policy for more information.

PARENTS

Kings College aims to work in partnership with parents/carers at all times. Parents are expected to support the college in upholding the college rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at college and in ensuring their children are at home during any fixed period suspension. Parents are expected to attend a reintegration meeting following any fixed period suspension.

Staff at Kings College have the right to regulate student behaviour and to impose disciplinary sanctions when students fail to observe the school's behaviour policy or other rules and regulations. The college seeks to work in partnership with parents/carers at all times and expects them to support the college in creating a calm, ordered environment where teachers can teach, and students can learn. All parents/carers sign the Home/School Agreement when their child starts at Kings College and in doing so agree to support the college in the implementation of the Behaviour Policy.

ANTI-BULLYING

Kings College is determined that all students should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying, both in-person and online. Please refer to the school's Anti-Bullying Policy for further details.

NICTOINE (SMOKING/VAPING/SNUS)

Smoking is against the law in public buildings. Students caught smoking, vaping or using nicotine products on site will automatically be sanctioned with a 3-day fixed-term suspension. Using nicotine products in the vicinity of the school while wearing school uniform is treated in the same way as using them on site because it brings the school into disrepute. Any and all smoking paraphernalia are banned from site. Any student found to have items such as lighters, vapes, snus etc. on their person will incur a 1 day fixed-term suspension. Students that are present, involved with or are suspected to be involved with any nicotine product incidents could also incur a fixed-term suspension of up to 3 days.

RACISM and DISCRIMINATION

Any instances of racist or other discriminatory remarks or behaviour will be dealt with swiftly and assertively. Sanctions will be determined on a case-by-case basis. Incidents will be recorded in the 'Racist Incidents Log' which is monitored by SLT, and all incidents will be reported to the Local Authority via the annual data collection system.

BEHAVIOUR OUTSIDE OF COLLEGE

Students are expected to uphold the reputation of the college whenever they are out of school, including online. This includes but is not limited to taking part in an official college trip/outing or wearing their uniform to and from college. Students will be subject to disciplinary sanctions if their behaviour brings the college into disrepute or has repercussions for the orderly running of the college.

Kings College cannot be responsible for student behaviour when they are out of college but will endeavour to investigate any incident which is reported to us. The college will always co-operate with the police in any investigation of incidents which are thought to involve Kings College students.

Where behaviours outside of school arise that are caused by, or impact directly upon, the day-to-day experience and interactions of school, Kings College reserves the right to put into place appropriate sanctions in keeping with this policy or alternative educational arrangements. This may include alternative arrangements whilst pending investigations conclude.

ONLINE BEHAVIOUR

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and we stand firm that everyone should be treated with kindness, respect and dignity.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. As such, the school reserves the right to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

USE OF FORCE

At Kings College, staff are discouraged from touching students because this can be misinterpreted. However, we aim to provide a supportive environment, and it may be appropriate from time to time to lightly touch a student's upper body in order to guide or reassure. In accordance with the Education and Skills Act 2006 all staff may on occasion need to control, or in extreme circumstances, restrain a student in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the college.

In the event of this requiring anything other than a light touch to the upper body an Incident Report from will be completed and parents informed. If a student requires restraint parents will always be informed and a full debrief of student and staff involved will be held.

SCREENING AND SEARCHING

Staff reserve the right to screen students for banned objects – this may involve asking students to turn out their pockets or bags. It may occasionally be necessary to search a student with their consent. This will only be done when the college has reasonable grounds to believe a student may be carrying illegal, stolen or prohibited items and using the following guidance:

- Searches will be carried out by the Senior Leadership Team, Pastoral Leads or SENCos
- Searches will take place out of sight of other students
- Suspicion may be aroused:
    - As a result of a positive screening
    - Because a student is acting suspiciously (e.g. attempting to hide something)
    - As a result of a 'tip off' – by a parent/carer or another student
    - Because of something said by the student
- There will always be two members of staff present when a search takes place. Unless in extreme circumstances, staff will be the same gender as the student. Students who are not known by biological sex or who are non-binary will be given the option to be searched by a male or female member of staff (in the event of extreme cases).
- The school will keep a log of searches undertaken

- Students will **NOT** be frisked or asked to remove clothing other than outerwear, but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening students will be talked to and reassured that there is no threat to them and that they have nothing to fear.
- If students refuse to be searched or if they abscond, parents will be asked to come to the school and assist in the search. Where necessary, the police will be informed. If students become abusive or threatening the search will be stopped, the student isolated and the police called.
- Parents/Carers will always be informed, usually by the Pastoral Lead if a student has been searched and the result of that search.

Students will not be searched without their consent – if the school has reason to believe the student requires searching and he/she refuses consent the PCSO/Police will be called and parents/carers informed. The child will be accompanied by the parent or an appropriate adult whilst the police are on school premises.

CONFISCATION AND DISPOSAL

Staff at Kings College have the power to confiscate any item which is illegal or banned from college. The following items are banned from the school:

- Aerosol cans including deodorants and perfume sprays
- Any items to be sold
- Weapons, imitation weapons or offensive objects
- Offensive literature
- Any form of smoking materials, matches, lighters, vapes or snus
- Alcohol of any kind
- Any illegal substances
- Energy drinks, high sugar foods or similar items
- Any other illegal items
- Valuable items – These and large sums of money should not be brought into college unnecessarily

In many circumstances confiscated items which are banned from college can be returned to students at the end of the day (e.g. sugary drinks). However, this is not always appropriate, and, in those cases, the following principles will apply:

- Illegal items (weapons or substances) will be handed to the police
- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs (e.g. chewing gum) will be disposed of.
- High value items (£20+) e.g. mobile telephones, MP3 players etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them.
- Low value items may be disposed of.

ALLEGATIONS

Allegations, including the use of language, which is professionally damaging, will be dealt with as a behaviour issue should they be found to be unsubstantiated and malicious in nature. This is alongside our behaviour policy and may include suspension or permanent exclusion should the issue persist.

Alternatively, substantiated allegations of misconduct against a member of staff will be referred to the LEO and LADO and dealt with using the Surrey procedure.

STUDENTS REQUIRING ADDITIONAL SUPPORT

Kings College recognises that some students require additional support in order to conform to the expectations of behaviour of the college.

Students who require additional support may be:

- Offered support from a Champion/Pastoral Leader/SLT with individual targets which will be regularly monitored. These may be recorded on a Report card or an Individual Behaviour Plan or a Pastoral Support Programme
- Referred to the SENCo for an assessment of their needs (see SEND Policy)
- Referred for a multi-agency assessment
- Referred or directed to alternative education provision

The College will regularly review all students who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made, the college will consider what else may be available both from within the college and from a range of outside agencies with whom the College has contact (e.g. CAMHS, Social Care, Education Welfare Services).

DATA

The College collects a range of behaviour data including:

- Suspensions and exclusions
- Attendance and punctuality
- Incidents and sanctions logged on BromCom or behaviour management system

Data is analysed at individual student level by Champions, the Pastoral Lead, Heads of Department, SENCO and is used to inform referrals to school-based interventions, and referrals to outside agencies.

Data is analysed on a whole college basis by the SLT to monitor trends and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the college meets its statutory duties with regard to the Equalities Policy.

Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

ROLES & RESPONSIBILITIES

All staff play an important role in positive behaviour management and discipline.

Champions and class teachers will, in the first instance, manage the behaviour of their students. If behaviour continues to be poor, Heads of Department and/or Pastoral Leads may be asked to support. The Strategic Leadership Team within the college will support all staff in ensuring a positive learning environment for all pupils.

REVIEW AND EVALUATION

This policy is subject to regular review and evaluation by:

- Governors – through Governors reports and meetings, analysis of data and through discussions with SLT
- SLT – analysis of behaviour data
- Staff – questionnaires and staff meetings
- Parents – via the website and via questionnaires
- Students – as part of the student voice programme

RESTORATIVE APPROACHES

When restorative approaches to behaviour are used in the college they are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILTY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Restorative approaches to behaviour puts repairing the harm done to relationships and people above assigning blame. It does not rule out sanctions but recognises that sanctions alone do not always work. This approach is used on a case-by-case basis.