



# Behaviour policy and statement of behaviour principles

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## Document History

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## Contents

1. Aims.....	4
2. Legislation, statutory requirements and statutory guidance .....	4
3. Definitions.....	5
4. Bullying.....	5
5. Roles and responsibilities .....	7
6. School behaviour curriculum .....	9
7. Responding to positive and negative behaviour/Restorative sanctions .....	19
8 Suspension and permanent exclusions .....	33
9. Responding to misbehaviour from pupils with SEND.....	33
10. Pupil transition.....	34
11. Training.....	34
12. Monitoring arrangements .....	35
13. Links with other policies.....	35
Appendix 1: Keyham Lodge Behaviour Values .....	36
Appendix 2: Student Passport.....	37
Appendix 3: Reflection Sheet.....	39
Appendix 4: Graduated Responses .....	40

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## 1. 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

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [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.**

### 3. Definitions

**Negative behaviours** are defined as:

- Disruption in lessons, in corridors between lessons, and at break/lunchtimes or end of day review
- Non-completion of classwork or learning activities
- Poor attitude
- Incorrect uniform
- Behaviour that is not aligned with the schools values
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, including vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons, Alcohol, Illegal drugs, Stolen items. Tobacco and cigarette papers . 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)

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Bullying, Racism and Prejudice are not tolerated at Keyham Lodge.**

If students are found to be doing any of these, they will be placed on a programme of learning which may include after school sessions, and if they do not access these sessions or continue in any of these behaviours we may contact the police for further advice and support.

**Bullying**

- As a school we take bullying and its impact seriously. Pupils and parents/carers should be assured that known incidents of bullying will be investigated and bullying will not be tolerated. All incidents of bullying will be recorded onto CPOMS. The student displaying unacceptable behaviour will have a consequence put in place and parents/carers will be informed of the incident. Consequences which may take place are a verbal/written apology (as appropriate to the child's age and level of

understanding), restorative conversation with the victim, 1:1 bullying intervention and/or meeting arranged with parent/carer. If the student displays an ongoing lack of response to the consequence or there is no change in behaviour then the school will consider an alternative timetable or suspension. For further information please follow the school's anti bullying policy.

## **Racism**

- Keyham Lodge School strives to ensure that the culture and ethos of the school are committed to ensuring that racial equality remains part of our ongoing priority and that racism will not be tolerated. The school will ensure that, whatever the heritage and origins of members of the school community that everyone is equally valued and treats one another with respect. Students will be provided with the opportunity to experience, understand and celebrate diversity. All incidents of Racism/Discriminatory language will be recorded onto Arbor. The student displaying the unacceptable behaviour will have a consequence put in place and parents/carers will be informed of the incident. Consequences which may take place range from the following depending on the severity of the incident. Verbal/written apology (as appropriate to the child's age and level of understanding), restorative conversation with the victim, 1:1 targeted intervention where the student will complete work focused on the school's key principles, meeting arranged with parent/carer, timetable change, suspension or the incident reported to the Police.

## **5. Roles and responsibilities**

### **5.1 The Advisory Board**

The Advisory Board is responsible for:

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

The Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour

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

### **5.3 Teachers and colleagues**

Colleagues are responsible for:

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

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

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor team/keyworker promptly

- Take part in any pastoral work following incidents of concern (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

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

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

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

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

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

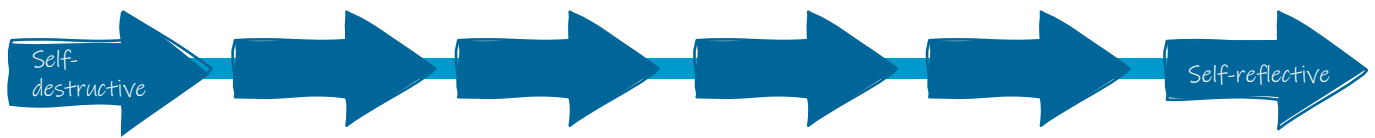
## **6. School behaviour curriculum**

### **6.1 The behaviour strategy**

Regardless of individual need; all disruptive behaviours can be termed as self-destructive behaviours and a school's mission should be to turn those behaviours into self-reflective behaviours, to enable young people to develop positive relationships with future peers, employers and environments.

To support our students to become informed decision makers based on self-reflection. All of our system/structures to manage behaviour are built upon research and clearly considered to ensure they teach our students the knowledge and skills to become self-regulators.

Thus, at Keyham Lodge School our behaviour strategy can be presented in its simplest form as:



## 6.2 The Keyham Values

Our expectation of students is that they adhere to our 5 key behaviour values. These values will guide students thinking and behaviour which will create a school community that inspires respect, responsibility and resilience.

- Respect
- Honesty
- Trust
- Integrity
- Kindness

Embedding these key principles into our pupil's day-to-day routines will shape student thinking when they are interacting with others in their wider communities, on school visits or on their post 16 journeys.

## 6.3 Gears

- A behaviour for learning system that encourages students to drive their own learning. The Gear criteria has been developed to align with our key values and to develop learners to show respect, responsibility and resilience.
- The students receive a gear at the end of each lesson which is reflective of their behaviour for learning during the lesson. Allocated time is given to the end of each lesson to allow students to individually reflect on their behaviour for learning within the lesson with feedback given by student, teacher and support staff. Students should also be made aware of their next steps for the subsequent lesson and how they can further drive their behaviour for learning.
- Students are made aware of how many gears they have earned at the end of the week. Students who have earned 60 or more gears during the week will access the V.I.P club and this will be celebrated during Monday morning tutor. The VIP marker of 60 gears may be adapted at key points throughout the year to support whole school engagement.
- Targeted interventions may be put in place for individual students to support their engagement which may include the lowering of the threshold for V.I.P to support students in feeling like they can achieve success.

#### Gear 4

I take responsibility for my own learning and act as a positive role model in the class.  
I work to the best of my ability, relate to previous learning and push to achieve, to the best of my ability.  
I keep trying, even when things are hard.

#### Gear 3

I contribute ideas, I am honest and respectful of others.  
I apply feedback and use it to improve my learning.  
I produce work that reflects my hard work.

#### Gear 2

I show respect, take responsibility for my actions and am honest throughout.  
I listen to and follow instructions.  
I ask sensible questions related to my work and get involved in the learning.

#### Gear 1

I am honest, I show respect towards other students and staff.  
I am on time and wearing the correct uniform.  
I try to complete the work set, so that I am learning in lesson.

# Keyham Lodge School

Keyham Lodge School  
is a community that inspires

Respect • Responsibility • Resilience

- Gear 0

Students not working within any gears of the learning licence or adhering to the school's minimum classroom expectations will be awarded a Gear 0. If a student receives a Gear 0 it is expected that this will be followed up by the lesson lead using their professional judgement to ensure the behaviour is positively reflected upon (see reflective behaviour systems below). If the gear 0 is attributed to uniform issues then this will be reflected on within tutor teams/heads of year.

## 6.4 License to Learn Rewards

- **V.I.P Club**

### Level 1

- 1 day of non-school uniform (Friday)
- Hot drink at break
- Name in the hat for a Top 10 Performer trip

### Level 2

- 1 day of non-school uniform (Friday)
- Hot drink at break
- Name in the hat for a Top 10 Performer trip

### Level 3

- 1 day of non-school uniform (Wednesday, Thursday and Friday)
- Hot drink at break
- Name in the hat for a Top 10 Performer trip

### Level 4

- Week of non-school uniform
- Hot drink at break

- Wheel spin in achievement assembly
- Enrichment lesson during the week
- Guarantee access Top 10 Performer trip

All student who earn V.I.P status will access the following rewards on a weekly basis;

- Early lunch on a Friday where students will queue up 5 minutes before the start of lunch
- V.I.P invitational lunch club

Students who are on V.I.P status at the end of the half term/term will start the following half term/term on V.I.P Level.

#### **Year Group Fund**

- Each year group will have an incentive fund based on the number of pupils within each year group.
- Incentive trips will run throughout the academic year for those students who have consistently accessed V.I.P club, strived hard to improve their behaviour for learning, achieved the most positive points including commendations, house points and reading points within year groups. Heads of Years will work with tutor teams to identify students who will access these incentives/trips.
- If a student causes significant damage then funds may be deducted from the year group fund and the student will not be able to access any incentive/trips or visits until all damages are paid off through the school receiving money or reparation work.

## 6.5 Houses of Keyham Lodge

- Each student/staff member will be allocated a house team which they will remain in throughout their time at Keyham Lodge. Students can earn house points by competing in house competitions and showing outstanding behaviour/promoting key values during lessons and thruschool day. The houses of Keyham Lodge are;
- Foxes
- Lions
- Riders
- Ravens
- Sharks
- Tigers

### House Competitions

- House competitions run regularly throughout the year. The activities will be organised by Curriculum teams, pastoral teams, SLT, BMT, Kitchen Staff, therapy & IRT. The winner of each house competition will be rewarded with a certificate during the fortnightly Achievement Assembly. There will be a celebration meal for the house team who have achieved the most points for each term.

## 6.6 School Uniform

- Keyham Lodge has a recognised dress code as it promotes the ethos of the school, provides a sense of belonging and identity and sets an appropriate tone for education. In addition to this we are preparing students for the standards they will be expected to adopt for their future jobs or chosen career.

The uniform consists of;

- **Trousers, chinos, shorts, leggings, joggers & skirts** plain black. No jeans or jeggings. All bottoms must be black in colour with a logo no bigger than the size of a palm and no striping of different colour down the side.
- Skirts and shorts should be at mid-thigh length ensuring they do not ride up above the mid-thigh. In warm weather, students may wear plain black shorts ensuring the logo is smaller than the palm of the hand.
- **Shirts, Polo Shirts & Blouses** – plain white t-shirt polo or crew neck. These items of clothing should not include a logo which is bigger than the size of the palm of a hand. Low cut tops/t-shirts will not be permitted, in addition to this vest tops or tops which show the stomach/belly area will not be allowed.
- **Jumper, Hoodie or Sweatshirts** – Maroon in colour and plain. There will be a Hoodie available from the school uniform store here:
- [https://www.uniformdirect.com/acatalog/School\\_Uniform\\_Shop\\_Keyham\\_Lodge\\_School\\_3899.html](https://www.uniformdirect.com/acatalog/School_Uniform_Shop_Keyham_Lodge_School_3899.html)

You can also google 'Uniform Direct Keyham Lodge School'

- Alternatively, plain maroon hoodies can be purchased from a number of supermarkets/online stores here:

<https://tinyurl.com/59sadzsb>

- Please note that hoodies of other colours will not be permitted as school uniform and should students choose to wear a hoodie/coat to travel to school in, they will be expected to leave it in their tutor room or allocated locked room during the school day. If a student wears a different colour hoodie/jumper/sweatshirt during a lesson then this should be reflected within the learning gears and the student should receive a Gear 0.

- **Piercings** – Will be dealt with on an individual basis. In some circumstances a piercing may not be permitted within school due to health and safety reasons.
- **Long acrylics, gel or nail extensions** – Nail length should be no longer than 2cm from the cuticle due to health and safety risks.
- **Footwear** – Should be predominantly black in colour. No open toe footwear or high heels can be worn. This includes sliders/flip-flops or any footwear that does not have a supportive heel strap.
- **Headwear** - Pupils should not wear hats, caps, headscarves, balaclavas or any other head coverings including hoodies during lesson time unless it is due to religious/cultural reasons or is stated on their EHCP.
- **Reasonable adjustments can be made for a child if this is stated on their EHCP or they are experiencing a medical issue. When reasonable adjustments are made these should still follow the colours stated above unless specified on the student's EHCP.**
- If a pupil arrives at school inappropriately dressed then support measures will be put in place to ensure the uniform guidelines above are followed this includes the school offering the student uniform which adheres to the school policy or in some cases the school offering to purchase school uniform to remove the barrier to education. If a student refuses the support then they will be reminded of what is expected of them and the importance of following the guidelines. If the student continues to refuse to put on the correct uniform or if there is not a valid excuse for them being in the correct uniform then we will contact parents/carers for support to explore the next steps which will include one of the following the student going home to put the correct uniform on, parents/carer dropping the uniform off at school or the student not accessing the main school due to them not adhering to the uniform expectations.
- If a student is in the correct school uniform but refuses to take off a non-school uniform jacket, hoodie or any other non-school uniform item including headwear then this should be reflected within the learning gears and the student should receive a Gear 0. This will also be recorded as a uniform issue in school.

Acceptable Uniform



Keyham Lodge School - Hoodie

Not Acceptable Uniform



## **Non School Uniform Dress Code**

- There will be occasions throughout the academic year when students can wear non-school uniform due to trips, incentives or charity days. When wearing non-school uniform, students should dress in attire which is appropriate for school.

Students are not permitted to wear any of the following;

- Flip flops or sliders due to health and safety issues
- Clothing with inappropriate or offensive logos/writing
- Very short shorts or skirts. Appropriate length is mid-thigh length ensuring they do not ride up above mid-thigh.
- Low cut tops/t-shirts/ or vest tops which show the cleavage area.

## 6.7 Mobile Phones (other electronic devices)

- Pupils are allowed to bring a mobile to school as they may require it for their journey into school, but the phone should be switched off and handed into a member of staff upon entry, unless directed otherwise by a member of the Senior Leadership Team. The phones will be stored in a safe place until the end of the school day. The use of Mobile Phones may be used during offsite visits/educational activities this will be at the discretion of the teacher leading the visit. If a student refuses to hand in their phone on arrival to school or if a staff member notices they have it in their possession during the school day then the school will employ the graduated response on phones/electronic devices.
- The above includes tablets, laptops, smart watches or any other electrical devices which may be impacting upon a student's learning
- For further information/guidance please refer to the school's Mobile Phone Policy and the school's graduated response with regards to mobile phones/electronic devices (see appendix 4)

## 6.8 Smoking/Vaping/Other Harmful Substances

- In line with Trust policy, Keyham Lodge is a no smoking establishment. As UK law states smoking or vaping isn't allowed in any enclosed workplace, public building or on public transport in the UK. Any student caught smoking/vaping will follow the graduated response for smoking/vaping. If a student is caught with a vape or cigarettes on them during the school day then the school will follow the graduated response (see appendix 4). Parents/carers will be informed of the incident and the student will be screened onto the way into school. Following the Searching, Screening & Confiscation guidance above parents/carers will be informed of the length of the screening process.
- **If an e-cigarette/vape/smoking materials (including lighters) are found on the school site or confiscated from a student, a parent/carers will have the option to come to school and collect the item. If this is declined, then the item will be discarded immediately. Collection has to be made**

**by parent/carer. Taxi drivers/escorts cannot act as a go-between in these instances. All smoking material which is confiscated or found will be stored within the school safe and all items left at the end of each half term will be discarded.**

- **This smoking policy includes the use of E-cigarettes/vapes.**
- If a pupil is suspected of being under the influence of drugs or alcohol on the school premises due to their behaviour, smelling of alcohol or cannabis or any other visible signs/symptoms, the school must prioritise the safety of the young person and those around them. If necessary, the school will administer First Aid and ask for appropriate medical advice. The school will contact parents/carers and ask them to collect their child from the school, if this is not possible the school will ensure the student is transported home by school staff and the student is handed over to parents/carers or an appropriate adult. The SLT team will then decide on the next steps for the student.

## **6.9 Damage to School or Personal Property**

If a student damages school or personal property, then the school will support the student in taking responsibility for their actions and help put things right. If the act of damage is classed as criminal damage which is defined as “A person who without lawful excuse, destroys or damages any property belonging to another, intending to destroy or damage any such property, or being reckless as to whether any such property would be destroyed or damaged” then the school will adopt a restorative approach to supporting the student in putting things right. This will may include the setting up of a reimbursement plan to pay back into the school community for the damage caused this may include students completing after school reparation work with the behaviour mentor or tutor teams, support the premises team in completing jobs around the school, or parents/carers being asked to pay for the damage. If a student causes damage around the school then the cost of the damage will be taken from their year group fund and they will not be able to access incentives trips until the restorative work has been completed.

## **7. Responding to positive and negative behaviour/Restorative sanctions**

### **7.1 Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour systems/gears, expectations or their own classroom rules
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Establishing consistent end of day/lesson routines to teach students the skills to be able to reflect on their behaviour and inform their next steps.
- Planning for dealing with low-level disruption
- Using positive language to support reflection

## 7.2 Safeguarding

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

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

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our [child protection and safeguarding policy](#) for more information.

## 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise, smile and visual encouragement
- Communicating praise to parents via a phone call or written correspondence
- Students achieving high gears during the end of lesson reflection

### **House Points**

- During the achievement assembly the student with the most house points for the a chosen value will be awarded a certificate. The students who have been awarded the most value points at the end of the academic year will receive a special gift during the Student's the Day of Celebration.

### **Overall Winner**

- The overall house winner will be rewarded with the house trophy. The winning house team will also have a golden star added to their house team badge which is displayed in the heart space.

### **Achievement Assembly**

- An achievement assembly is held every other Friday in order for the whole school to award and celebrate special achievements. This day also gives students the opportunity to share outstanding work. As part of the achievement day, curriculum awards will be given out. The following achievements will also be recognised during the day;

### **Commendation**

- Students throughout the week will be recommended for a commendation by staff if they have completed an exceptional piece of work during a lesson. All of the students who have been recommended for commendation will receive a commendation certificate, highlighting the exceptional piece of work.

### **Student of the Fortnight**

- A student who has shown considerable improvement or maintained a high standard in aspects of their behaviour, learning and promoting the school's key principles. To be Student of the Fortnight, a student must be nominated by a member of staff via email in preparation for the achievement day. The student with the most nominations will be awarded with a Student of the Fortnight certificate and a special reward during the achievement day.

### **Student's Day of Celebration**

- At the end of each academic year the school holds a student's day of celebration. Progress awards are presented for each academic lesson in which students have shown considerable improvement in aspects of their work and behaviour, or maintained their excellent progress in that subject. Other awards which are presented are KS3 & KS4 Behaviour Improvement, Licence to Learn 'Gears', Governors Shield, Vocational Placement, Attendance (100%), Most Improved Attitude, Most Committed Student, Student's Student of the Year and Student of the Year. The house team trophy is also handed out to the house team who have awarded the most points during the academic year.

## 7.4 Responding to negative behaviours

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of pupils' negative behaviour. Staff will endeavour to create an expected environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviours will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

### Reflective Behaviour Systems

- Pupils are more likely to make positive choices if staff are proactive in creating the optimum conditions for this to happen. When negative interactions do occur staff will always endeavour not to use language that can be associated with punitive approaches or threaten students with reflection behaviour systems as a sanction. Research has shown that if a young person feels threatened or perceives something to be threatening they are highly likely to go into a state of fight, flight or freeze. All of our interactions with pupils aim to be positive, avoid confrontation and promote de-escalation to support the fostering of positive relationships.
- This policy is designed to promote the modification of behaviour by providing opportunity for students to become informed decision makers building on experience and reflection. Pupils will inevitably make negative choices on occasions and will be required to reflect on their behaviour. Each incident will be analysed on a case by case basis so that the appropriate time, venue and staff can be arranged. Some situations may require a cooling off period or a change in staff to complete the reflection due to the relationship breaking down.

### Reflection

- Reflection should be used as a post event learning process that can be given for any behaviour that staff deem inappropriate, disruptive or not aligned to the key principles. If a member of staff deems reflection is necessary it is the staff member's responsibility to ensure they clearly explain to the student why a reflection or reflective conversation is required.
- Reflections can be completed using the reflection sheet (see appendix 3) or a verbal conversation may be more appropriate (example reflective model – The Three Bubbles below). It is recommended that student's complete the reflection with the member of staff who awarded it

at a time when the student is in the right frame of mind to discuss the incident. However, in some cases the relationship between the student and staff may have broken down in which case the student would complete the reflection with another member of staff. Feedback from the face to face reflections should be provided to the member of staff who set the reflection. Staff at Keyham Lodge understand that behaviour is a communication of an unmet need, so we encourage staff to reflect on their own practice when incidents have occurred to ensure they can be part of the solution.

### The Three Bubbles



What Happened? (Bubble 1)	Who has been affected by this? (Bubble 2)	What needs to happen now? (Bubble 3)
What was happening before?	How have you been affected?	What else needs to happen?
How were you feeling?	Who else has been affected?	What would that look like?
What were your thoughts at the time?	How have others been affected?	What will help you to move on from this?
What do you think about it now?	How do you feel now?	What would that look like?
At that point, what were you thinking/feeling?	Was anyone else involved?	If you can't do that, what can you do?
Can you tell us more about the incident?	What has been the hardest thing for you?	What do you think about what has been suggested?

## **Missed Learning**

Keyham Lodge recognises the importance of providing an outstanding educational offer thus supporting academic progress and student's social and emotional development. Missed learning is defined as a student who you know is in school and has not completed or engaged with any work during the lesson and to your knowledge there is not a valid reason for them missing the whole lesson. Any missed learning episodes should be recorded onto Arbor and result in contact home at the end of the day by the tutor team. The school will follow the graduated response (see appendix 4) for missed learning in order to support students who are regularly not accessing their curriculum offer.

## **Graduated Behaviour Response Procedures (see appendix 4)**

These response procedures have been developed based on our behaviour data and the current issues which are impacting upon the school community ensuring there is a layered response with clear actions for each stage to support in removing barriers to learning. As a school we continue to review our systems to make sure that we are supporting our pupils to make the right choices ensuring our graduated response is allowing our students to be self-reflective. These procedures are regularly reviewed and clearly communicated to parents/carers via letters home. In addition to this these procedures are made explicit to all students through extended tutorial sessions at key times throughout the academic year.

## **Keyworker Strategy**

The keyworker strategy at Keyham Lodge is another vehicle which supports us in achieving our arching behaviour strategy. A keyworker will have a strong relationship with the student, they will enable students to reflect regularly, understand their emotions and the impact of their actions/developing decision making. They will communicate effectively with home and remove barriers to learning. Staff will have timetabled 1:1 weekly sessions which pull together the students data, outlining successes and reflecting on difficult moments. These sessions will also refer to student passports and EHCPs in setting appropriate goals/targets to reduce negative incidents and interactions. Keyworker intervention Students will be identified as in need of a key worker through behaviour meetings or the Pupil Allocation Panel (PAP) meeting. The impact of keyworker sessions will be tracked through data, gears and attendance (looking for patterns), and communicating with key stakeholders.

## 7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible ➤ Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
  - Be recorded on Arbor and reported to parents/carers as soon as practicable and within 24 school hours following the incident

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

The philosophy of using non-confrontational approaches when communicating with others is central to the school's mission, key principles to ensure our students can become self-regulators. **If there is an incident heading towards a physical intervention, staff should look to use 99% de-escalation**

### Appropriate Touch

Touch is essential in order for us to provide quality care and trust for our pupils. Touch must always be used in an age appropriate manner and staff should always risk assess the situation when using physical touch.

Used in context and with empathy and compassion, touch supports the development of interactions and communication. Other necessary functions of touch are for;

- Reinforcing, supporting, guiding
- Interaction
- Physical prompts
- Intensive interaction
- Play
- Therapy
- Emotional support
- Personal care (medical care)
- Intimate care (changing)
- Protection
- Safety

- Curriculum support (PE, Dance, Drama)

Touch should always be consensual. Staff should be sensitive to any verbal or non-verbal form of communication that might indicate the child does not want to be touched. Staff should also be sensitive to responses that may require less touch or withdraw touch, such as overexcitement by the child.

It is never appropriate for staff to touch any student on their intimate areas unless as part of the intimate care or medical care.

## Student Passports

A self-informed plan that supports pupils to identify their own self-destructive behaviours and strategies to over-come them (see appendix 2). This vehicle empowers students to have a voice in how they can be supported to cope with their emotions, feelings and thoughts and help them achieve the best outcomes from each situation. Student passports are completed with students at the start of the academic year and are regularly updated at least once a term with tutor teams/key members of staff. Following a physical intervention or incident where a student has reached crisis point adaptations can be made with regards to strategies which either positively or negatively supported the student.

## 7.5 Confiscation, searches, screening

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

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to the running of the school. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

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

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this

to another member of staff, and ensure a written record of the search is kept.

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

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

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

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

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

Give the pupil the opportunity to ask questions Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team and determine why the pupil is refusing to comply.

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

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

### Searching pupils' possessions

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

- Coats/Outdoor wear/Hoodies
- Rucksacks/Bags
- Electronic Devices

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree

to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

### **Informing the designated safeguarding lead (DSL)**

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

➤ Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

➤ If they believe that a search has revealed a safeguarding risk

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

### **Informing parents**

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

- What happened
- What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

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

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

### **Strip searches**

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

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

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

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

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

#### Who will be present:

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

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

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

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

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

The appropriate adult will:

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

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

#### Care after a strip search

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

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

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

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

#### Screening

- Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables

them to impose a requirement that pupils undergo screening. Screening at Keyham Lodge will be in the form of a hand-held metal detector (wand) to scan pupils where concerns have been raised. If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to carry out a search. Screening will usually take place for an agreed length of time and then random checks will be used after this period.

## 7.6 Absconding

If a student absconds:

Staff should always bear in mind that pupils who have chosen to abscond may be upset or agitated and therefore it is important that the response of staff is to remain calm, maintain visual contact as far as possible and work to re-engage the pupil and return them safely to the school. If the pupil has not returned within 15 minutes, then the member of staff should contact the parents/carers and inform them (the time period of 15 mins will be reduced if the student is LAC, on a plan or classed as vulnerable due to a number of factors, if unsure please speak to SLT/BMT immediately). At no point should staff run after pupils, nor should they ask other pupils to assist in pursuing the absconding pupil. Active pursuit may encourage the pupil to leave the immediate vicinity and may also cause the pupil to panic, possibly putting themselves at risk, for example by running into a busy road.

- Monitor the pupil from a safe distance if possible, if the student goes out of sight or if the staff member loses sight then they should return to the school and inform the DSL/deputy/BMT immediately about the situation.
- The DSL/Deputy/BMT will then, if appropriate, allocate further staff members to go and collect the student and return them to the school.
- A phone call home will be made to inform the student's parent/carer or any relevant external agencies and staff will keep them updated of any developments.
- The Police may be informed after obtaining consent from the parent/carer or if there is immediate concerns over the safety of the individual. If parent/carers cannot be contacted, the DSL/deputy will take an appropriate decision depending on the response/reaction of the student as well as the location/direction of the student's movement.
- Police should be provided with as precise a description of the student as possible, the last known whereabouts of the student and any other details they may require. Staff should ensure they obtain the relevant crime number to pass onto parent/carers and to update the police of any developments.
- If a student returns to school after absconding then staff will contact parents/carers it may be recommended that the student goes home due to the risks involved.

## 7.7 Off-site negative behaviours

Consequences may be applied where a pupil has behaved negatively off-site when representing the school. This is when the pupil is:

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

Consequences may also be applied where a pupil has behaved negatively off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

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

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

## Online misbehaviour

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

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

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

### 7.8 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a designated safeguarding lead (DSL) will make the report to the police.

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

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

### 7.9 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to social care
  - Report the incident to the police

Please refer to our [child protection and safeguarding policy](#) for more information

## 7.10 Malicious allegations

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

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

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

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

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

## 8 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our [exclusions policy](#) for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

### **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account: >

Whether the pupil was unable to understand the rule or instruction?

> Whether the pupil was unable to act differently at the time as a result of their SEND? >

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

### **9.4 Pupils with an education, health and care (EHC) plan**

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

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

## **10. Pupil transition**

### **10.1 Inducting incoming pupils**

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

### **10.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new tutor teams.

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

## **11. Training**

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

> The proper use of restraint

> The needs of the pupils at the school

➤ How SEND and mental health needs impact behaviour

Behaviour Strategy

➤ Key points from the school's behaviour policy

Behaviour management will also form part of continuing professional development.

## 12. Monitoring arrangements

### 12.1 Monitoring and evaluating school behaviour

- The school will collect data on the following:
  - Behavioural incidents (Arbor)
  - Physical intervention data (Arbor)
  - Attendance
  - Permanent exclusion and suspension
  - Incidents of searching, screening and confiscation
  - Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
  - The data will be analysed Termly by the behaviour team and behaviour lead within SLT
  - The school will assess the data based on year group, registration form, gender, and other protective characteristics where appropriate.

### Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Advisory Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

## 13. Links with other policies

This behaviour policy is linked to the following policies;

- Mental Health Policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Exclusions and suspensions policy
- Physical Intervention policy
- Online Safety Policy
- Attendance Policy
- Mobile phone policy
- Behaviour Strategy Document



Inspiring Respect,  
Responsibility, and  
Resilience

# KEYHAM LODGE SCHOOL

More than just a community

**It's a place where individuals are encouraged to:**

- Cultivate Respect
- Embrace Responsibility
- Develop Resilience

## **Our core values**

- Respect
- Honesty
- Trust
- Integrity
- Kindness

form the foundation upon which we strive to learn better, behave better, and ultimately, live better lives.

## Appendix 2: Student Passport

<b>Completed By:</b>	<b>Date Completed:</b>	<b>Date of next Annual Review:</b>
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<p><b>Context:</b> <i>Pupil/family background (DO NOT include safeguarding information – instead state “refer to DSL”)</i></p> <p><input type="checkbox"/></p>	<p><b>SEN:</b> <i>Particular diagnosis, areas of need etc</i></p>	<p><b>EHCP Outcomes (section E):</b> <i>Please note, this does not replace the need to understand the whole EHCP but the outcomes should be considered when planning provision/learning and will be reviewed three times per year</i></p>
<p><input type="checkbox"/></p>		
<p><b>Interests and aspirations:</b> <i>What are the pupil's interests and what do they find fun</i></p>	<p><b>Name:</b> <b>Date of Birth:</b> <b>Tutor Group:</b> <b>Key Staff:</b></p>	
<p><input type="checkbox"/></p>	<p><b>Academic Profile (End of Year Targets):</b></p>	
<p><b>Triggers:</b> <i>List as many of things that may lead you to become frustrated and annoyed. Please consider what signs to look out for e.g., when distressed the pupil may wear their hood.</i></p>	<p><b>De-escalation Strategies:</b> <i>Students to consider safe spaces, key staff, communication needs, sensory aids</i></p>	<p><b>Teaching Strategies</b></p>

<input type="checkbox"/>	<b>Staff:</b>  <b>Me:</b>  <b>How does this differ when I'm in crisis:</b>	
<b>Key people outside of school</b>	<b>Reflective Strategies:</b>	<b>Key people in school</b>
<input type="checkbox"/>		

<b>Does the pupil have an individual risk assessment?</b>	Yes <input type="checkbox"/> - Specify:	No <input type="checkbox"/>
<b>Does the pupil have a medical and care plan?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>IRT Student</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Therapy Access</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Appendix 3: Reflection Sheet

Name: \_\_\_\_\_  
Staff Member: \_\_\_\_\_

Date: \_\_\_\_\_  
Subject: \_\_\_\_\_

## **Reflection Sheet**

**Keyham Lodge School is a community that  
inspires respect, responsibility and resilience.**

Which behaviour principle(s) did I not follow?

Respect

Honesty

Trust

Integrity

Kindness

How did my actions not follow the behaviour principles?

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What could I have done differently? \_\_\_\_\_

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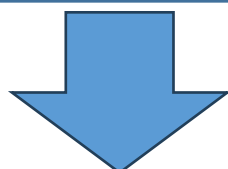
My Signature: \_\_\_\_\_ Staff Signature: \_\_\_\_\_  
RAG: \_\_\_\_\_

## Appendix 4: Graduated Responses

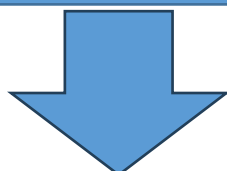
### Phones/Electronic Devices

Pupils are not allowed to bring their phone/electronic device into the main school building; all phones/electronic devices should be handed in and stored in the designated phone lockers within the main school office on arrival to school.

If a pupil who starts at 8.45am refuses to hand in their phone on arrival to school, then we will contact parents/carers to inform them so they can support in advising their child to make a positive choice. If the student refuses to hand in their phone by 9.10am (start of lesson 1) then parents/carers will be called and the pupil will be suspended until a parent/carer meeting has taken place.



If a pupil refuses to hand in their phone when arriving late to school after registration has finished or is on an adapted timetable where they start later in the day, then they will have 10 minutes to hand in their phone. Parents/carers will be notified within the 10 minute period that their child is refusing to hand in their phone so they can offer support. If the student refuses to hand in their phone after the 10 minute period then parents/carers will be called and the pupil will be suspended until a parent/carer meeting has taken place.



If a staff member notices that a student has their phone on their possession during the school day then they be given 10 minutes to hand in their phone. Parents/carers will be notified within the 10 minute period that their child is refusing to hand in their phone so they can offer support. If the student refuses to hand in their phone after the 10 minute period then parents/carers will be called and the pupil will be suspended until a parent/carer meeting has taken place.

## Vaping/Cigarettes

Pupils are not allowed to bring vapes/cigarettes onto the school site and incidents will be dealt with using the steps below:

Pupil has been seen either in possession of or using a vape/cigarettes by a staff member. The staff member will challenge the student and ask them to hand it in.

Pupil refuses to  
hands in  
Vape/Cigarettes

Staff will instruct them to go to a behaviour support room or other suitable safe space where they can be monitored by staff. Parents/carers will be notified immediately then the pupil will have 10 minutes to hand in their vape/cigarettes. If the student refuses to hand in their vape/cigarettes after the 10 minute period then parents/carers will be called again and the student will be suspended until a parent/carer meeting has taken place. Pupil will be then screened on arrival to school for an agreed amount of time.

Pupil hands in  
Vape/Cigarettes

Parents/carers are contacted to advise them of the incident and to ask them if they would like the school to dispose of the vape/cigarettes. Pupil will be then screened on arrival to school for an agreed amount of time

### Please note:

- **If the pupil has repeated suspensions due to vaping/cigarettes then a risk assessment will be put in place and/or the school will explore alternative options which may include a change in the education provision.**
- **If a vape/cigarettes are found on the school site or confiscated from a student, a parent/carer will have the option to come to school and collect the item. If this is declined, then the item will be discarded immediately. Collection has to be made by parent/carer. Taxi drivers/escorts cannot act as a go-between in these instances. All smoking material which is confiscated or found will be stored within the school safe and all items left at the end of each half term will be discarded.**

## Missed Learning KS3

A student who you know is in school and has not completed or engaged with any work during the lesson and to your knowledge there is not a valid reason for them missing the whole lesson. Any missed learning episode should be recorded on Arbor and result in contact home at the end of the day by the tutor team.

Students to be provided the opportunity to catch up at break or lunch at the discretion of the lesson lead. An email should be sent to all staff stating when the student will be expected to catch up with the learning. Departments to work together to support in facilitating these sessions at break/lunch and where possible to develop a rota to support this. Work could also be set on Century or sent home for students to catch up on. If missed learning is complete, then missed learning can be removed on Arbor and the gear adapted to 0 or 1.

KS3

If a student has 3-6 episodes of missed learning in a week (before Thursday lunchtime) then they will be provided the opportunity to complete missed learning during Thursday lunch time (rota to be developed within BMT/SLT). Class teacher to provide work and be available to address any misconceptions with the work. If the student does not show the correct attitude during the session and does not meeting the minimum expectations (gear 2 or above) then the student will repeat on Friday. If a student has 7 or more episodes of missed learning, then they will be expected to complete the Thursday lunch and Friday afternoon session during enrichment.

KS3

If a student refuses to complete the work during Thursday lunchtime, they will complete the work instead during Friday enrichment. Any missed learning on a Friday will be completed before the student joins enrichment (rota to be developed), students should be provided with the opportunity to complete at break or lunch on a Friday before the enrichment session.

KS3

If a student has 3 or more episodes of missed learning and does not engage with the steps above in two consecutive weeks, then the school will make alternative arrangements to support the student based on the individual needs of the student. This may include parent/carers meeting, 1:1 work to catch up on the missed learning which could be onsite or offsite, extended day timetable offer, parents/carers supporting with sessions.

- If a student has missed learning on the day of the club then they will be required to complete before accessing the club or they will not be able to access.

## Missed Learning KS4

A student who you know is in school and has not completed or engaged with any work during the lesson and to your knowledge there is not a valid reason for them missing the whole lesson. Any missed learning episode should be recorded on Arbor and result in contact home at the end of the day by the tutor team.

Students to be provided the opportunity to catch up at break or lunch at the discretion of the lesson lead. An email should be sent to all staff stating when the student will be expected to catch up with the learning. Departments to work together to support in facilitating these sessions at break/lunch and where possible to develop a rota to support this. Work could also be set on Century or sent home for students to catch up on. If missed learning is complete, then missed learning can be removed on Arbor and the gear adapted to 0 or 1.

KS4

If a student has 3 or more episodes of missed learning before Thursday morning extended tutor then they will be expected to catch this up between 8.45-10.00(rota to be developed) . If the student does not show the correct attitude during the session and does not meet the minimum expectations (gear 2 or above) then the session will be unsuccessful.

KS4

If a student refuses to complete the Thursday morning session then a missed learning session after school will be offered to parents/carers which will be supported by class teachers. Students will either travel home independently or will be offered a bus pass home.

KS4

If parent/carers or the student refuses to engage with the Thursday after school session then an additional session will be offered on Friday lunchtime (rota to be created). If a student has two or more episodes of missed learning on a Thursday and Friday they will be required to complete this during Friday lunchtime (rota to be developed within BMT/SLT)

KS4

If a student does not engage with the steps above in two consecutive weeks, then the school will make alternative arrangements to support the student based on the individual needs of the student. This may include parent/carer meeting, 1:1 work to catch up on the missed learning which could be onsite or offsite, extended day timetable offer, parents/carers supporting with sessions.

- If a student has missed learning on the day of the club then they will be required to complete before accessing the club or they will not be able to access

