



Kings Langley School

Unlocking Potential for Life

Behaviour Management Policy

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Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

Character development, commitment to equality and diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an inclusive school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

Purpose

- To ensure that students, parents and all staff are clear about the standards of behaviour expected.
- To ensure our recognition system both positively praises students whilst developing their character.
- To define an appropriate set of consequences and to give clear guidelines on how they will be imposed. These guidelines will also outline which consequences are likely to be imposed for defined breaches of our code of conduct.
- In cases where suspension or permanent exclusions are imposed, the school will always refer to National and County guidelines on managing such suspensions and exclusions. These guidelines provide detailed information regarding the governors’ role in such disciplinary procedures and parents’ statutory rights of appeal.
- To ensure that students who find it difficult to behave acceptably have adequate support, which will attempt to identify underlying causes (for example, anxiety, personal problems, special needs and domestic disruption) and then to provide suitable remedial action.

Policy Statement

Our Behaviour Policy aims to ensure that all students can “unlock their full potential” in a safe, secure, calm and ordered environment. Schools are a microcosm of society in general, students and parents should appreciate that the policy seeks to demonstrate to students that there are expectations in life that we must learn to adhere to and understand that there are consequences for those who behave outside those expectations.

Bullying and prejudicial behaviour can happen anywhere, and all staff are advised to maintain an attitude of ‘it could happen here’. We should be aware of, and respond appropriately to all reports and concerns, including those outside the school or online.

We must be aware of the importance of:

Making clear that there is a zero-tolerance approach to bullying and prejudicial behaviours and it is never acceptable, and it will not be tolerated and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “kids being kids”.

Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to students accepting it as normal and not coming forward to report it.

Understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist, racist and other stereotypes and everyday prejudicial language. This is why a whole school approach (especially preventative education) is important.

This applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. It also applies to extended school and off-site activities.

We aim to create a supportive environment in school and minimise the risk of peer-on-peer abuse by doing the following:

Recognising the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or prejudicial language or inappropriate behaviour between peers, including requesting or sending images
- Be vigilant to issues that particularly affect different groups – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:

- a. How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports.
- b. That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.
- c. That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Students can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A student’s behaviour might indicate that something is wrong
- d) That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, gender identification, religion, ethnicity and/or sexual orientation
- e) That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- f) The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- g) That they should speak to the Designated Safeguarding Lead (DSL) if they have any concerns

We recognise that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Guidelines of policy

The Headteacher will ensure that this policy is reviewed annually in consultation with stakeholders and the policy will be publicised on the school website.

This policy relates most closely to the; Safeguarding, SENd, Home-School Agreement, Anti-Bullying, Mobile Telephone, Communication and Complaints Policies.

Arrangements for monitoring and evaluation of this policy will rest with the Full Governing body. The governors will receive reports from the senior leadership team on appropriate monitoring data including; suspensions and permanent exclusions, consequences and recognition. Similarly, the school will seek to respond conclusively to any parental complaints in order to inform best practice. Where appropriate, action points will be carried through to the school improvement plan.

Parents should use the normal channels of communication with the school as per the school communication policy.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff training on procedures will be provided as needed to ensure consistent and fair application of the policy.

Parents and carers must take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school, in agreement with the home school agreement.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations by such means as; assemblies, PSHE, form time, displays and home school agreements. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

General guidelines on conduct and expectations

The non-negotiable standards of personal behaviour, are based on respect for each individual in our community and their individual needs. These are set out below in the code of conduct for our community.

We know that it is vital to strike a balance between recognising and rewarding positive behaviour and having appropriate consequences which are seen by all to be fair, just, reasonable and applied consistently.

Our school places the development of "the whole child" as an important goal. This policy is designed to support the development of positive attitudes and character traits, such as self-regulation, stickability, reflection, aspiration and empathy. The quality of relationships within our community determines our ability to instil these vital attitudes and character traits.

Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Development of good

character suggests that individuals in our community are constantly building personal resilience and showing grit and determination in a range of circumstances, including those which might make us feel uncomfortable or challenged. At the heart of any Code of Conduct lies the determination that all individuals in the community apply constant self-regulation and take full and complete responsibility for their actions without attempting to shift unreasonably the responsibility for certain behaviours to others.

Harmonious relationships can only be maintained if the parameters controlling our behaviour are clear for all and that responses are meticulously fair, taking into account the views and wishes of students, parents and teachers in reasonable balance.

We aim to ensure that students who find it difficult to behave acceptably have adequate support which will attempt to challenge underlying causes (for example, anxiety, personal problems and domestic disruption).

All parties should be aware of the statutory right of schools to discipline students appropriately and to challenge parents who do not support us explicitly in our stated aims. These guidelines produced by the DfE articulate that schools have the right to search students where there is any reasonable suspicion that they may be in possession of a prohibited item, to place them on detention during the day including Saturday or after school without necessarily providing parental notice (although this will be given wherever possible) and to use reasonable restraint in a range of determined situations, including holding back students who may be putting themselves or others in way of harm.

Code of conduct

All membersⁱ of the school community should behave with courtesy and consideration towards each other at all times.

In particular: -

- To speak politely to each other without shouting and without using foul or abusive language.
- To be aware of appropriate "body language" when communicating with others, including holding eye contact where appropriate, (for example, the individual needs or cultural background of the student) and presenting in a courteous, attentive and non-aggressive manner.
- To offer help to visitors and people who are new to the school.
- To go to the assistance of anyone who is hurt or upset and then to seek help from a teacher or other member of staff.
- To listen carefully to others without interrupting.
- To use appropriate 'body language', such as holding eye contact and standing respectfully when engaged in conversation.
- To always respect all members of our school community and to appreciate that each individual is unique and has equal value, regardless of their individual personalities or characteristics.
- To apply "good manners" in all situations, including holding doors open for each other and expressing gratitude regularly as we know that such behaviours are reflected back.

Make it easy for everyone to learn in class and for the teacher to teach. This includes:-

- Attending regularly, arriving on time in a positive learning frame of mind "lesson ready".
- Bringing all necessary equipment and books in a suitable bag as per equipment and school uniform expectations which are highlighted on the school website: [Uniform - Kings Langley \(kls.herts.sch.uk\)](http://kls.herts.sch.uk)
- Following instructions carefully and working hard at all times.

- Asking for help when needed.
- Not wearing jackets in the school building between lessons, as this maximises learning time.
- Not chewing gum in the school grounds.
- Completing homework to the best of your ability and to stated standards and then handing it in at the prescribed time. Recognition points will be given for completion of homework and as a school we will use supportive measures to ensure the homework is completed through “Homework Club” or “Prep”. The pastoral team monitor homework to ensure students have the access and equipment to be successful.

All members of the school community must observe the following rules that are designed to make school a safe and comfortable place for all of us. They are based on common sense and consideration for others: -

- Walking and not running within the school buildings keeping to the left in school at all times. Whilst we recognise that students are learning to work within this new environment, staff will use their professional judgement and then follow the school’s inform, giving take up time and then warn once again giving take up time process before giving a Red card. These inform and warn words are consistently applied as trigger words to students to highlight they need to modify their behaviour.
- Bringing dangerous or illegal items to school is forbidden. Prohibited items whilst not exhaustive, include fireworks; knives and other items that may be used or adapted as weapons; chains; rings and laser pens are forbidden. Jewellery is considered potentially dangerous and should not be worn (except for one small stud earring in each ear if necessary). Nail varnish or acrylic, gels or tips on nails should also not be worn. Mobile telephones must not be used, seen or heard within the school (see Policy on Use of Mobile Telephones). The school accepts no responsibility for the loss, damage or theft of or to mobile phones brought in to school and would prefer that students did not bring them onto the premises.
- Any form of illegal drug, alcohol or stimulant is totally banned from the school premises. Breaches of this rule will always result in fixed-term or permanent exclusion from school.
- Leaving the school premises during the school day is not allowed unless permission is obtained beforehand (usually in writing). Parents must collect their child from the main reception.
- Ensuring that all items of personal property are clearly marked is essential. Watches and other valuables should be handed to the physical education staff for safe keeping at the beginning of all Physical Education lessons and collected at the end of the lesson.
- Eating is only permitted in the canteen or hall at morning and lunch breaks and in the designated picnic areas (when the weather permits). It is strictly forbidden to take drink cans onto the playing fields or tennis courts. Chewing gum is forbidden at all times.

Good behaviour outside of school brings credit to you and your family and reinforces the good reputation of the school: -

- Show consideration to others and their property on your way to and from school. It is particularly important that students behave sensibly and with good manners on school buses.
- Correct school uniform must be worn inside school and when travelling to and from school. Students must also wear full school uniform on visits, sports fixtures and other trips unless given different instructions by a member of staff.
- When students are engaged in school activities outside of the normal curriculum time or when they are on their way to or from school in school uniform, or in some way identifiable as a student at the school they should understand that they remain under the jurisdiction of this policy and other related policies.

All members of the school community are expected to look after the school environment and the environment of our local community: -

- All students will be expected to keep the school and its grounds tidy and free from litter and graffiti at all times. All litter is to be placed in one of the many bins provided.
- We are all responsible for looking after furniture, displays, toilet facilities, equipment and the school grounds. It is selfish to damage or deface needlessly any part of our school.

Fair Implementation and Reinforcement of the Behaviour Policy

- It is the responsibility of each member of staff to ensure that our expectations of behaviour are reinforced consistently, reasonably and fairly at all times. Failure to accept reasonable corporate responsibility will undermine the efforts of others.
- It is expected that all staff will supervise students as they enter their classroom and again at the end of the lesson as they leave. Students should be dismissed in an orderly fashion, usually a small group at a time. Such supervision is necessary to ensure the safe movement of students around our crowded school.
- The behaviour repertoire, which all staff are trained on, sets out clearly all behaviour and recognition procedures based on evidence informed practise.

Recognition

Rationale

- We consider it is important that praise and recognition should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the code of conduct. Recognition in our school should not be limited only to those whose academic work is outstanding.
- It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of recognition and sanctions within a constructive school ethos.
- It is important to develop and maintain consistency in the application of the recognition system.
- To increase recognition of students success and achievement in every lesson, every day.
- To encourage greater participation in the school community by developing a positive culture of engagement through positive relationships.
- To support wellbeing and self-actualisation within students.
- To reinforce behaviour expectations with clear systems for setting and recognising the positive behaviour expectations we expect from students.
- To create positive classroom environments where students know what success and achievement look like through clear systems of recognition.
- Increase the engagement of parents into the daily school life of students through positive conversations and communication.

Purpose

- To develop a consistent pattern of recognition, which are known, understood and agreed to by all.
- To support the code of conduct.
- To reinforce positive behaviour in order that effective learning might take place.

Guidelines

- Distinguish between informal recognition (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards such as the giving of recognition points, postcards or Headteacher Commendations.
- Examples of situations and circumstances in which formal awards may be issued will be reviewed, drawn up and agreed upon in consultation with staff. Departments may wish to consider whether or not rewards need to be differentiated for different age groups.
- A list of examples of recognition, both formal and informal, may be drawn up for pupils, in order to support the development of consistency.
- The Headteacher or other appropriate members of senior staff may be invited to praise individuals, groups or classes.
- Recognition should be given to success of differing kinds in assemblies or in form time.
- Pupils' work to be displayed as much as possible in order to provide opportunities for public celebration of achievement.
- Letters home as well as Postcards (or e-postcards) to parents to be used frequently covering a wide variety of academic and non-academic achievements, particularly where achievements reflect well on progress made by the student concerned. Feedback from students and parents suggests that this is a particularly effective method of providing praise.

We believe that students should be recognised for the things they do, their contributions to the school community, and the conscientious effort they make in their learning, both academically and as an individual. Rewards can be short-lived but recognition empowers students to build self-esteem as well as recognising the impact that they have on their own progress and development.

Students in all year groups (Yr7-13) are awarded 'recognition points' for a variety of reasons and we encourage students to consider how being recognised in these areas, can contribute to a rewarding and enjoyable time at our school. We aim to support student well-being and self-actualisation by recognising the positive actions they take every lesson, every day.

Recognition points build up to certificates which recognise the value and commitment of student's making personal and academic progress. There are five categories, bronze, silver, gold, platinum, and diamond.

- 30 recognition points = Bronze Recognition Certificate
- 60 recognition points = Silver Recognition Certificate
- 90 recognition points = Gold Recognition Certificate
- 120 recognition points = Platinum Recognition Certificate
- 150 recognition points = Diamond Recognition Certificate

Parents/carers will receive notification through our SIMs Application of how many recognition points their son/daughter has and what the next milestone certificate they can aim towards. We encourage parents/carers to consider what reward they consider appropriate to support every child in achieving their full potential.

Headteacher commendations are awarded to students who have displayed a significant contribution to the school community, excelled in a specific field, exhibited remarkable character virtues, or contributed to the school in other ways. These are awarded throughout the year and are nominated by staff in all areas of the school.

Staff are encouraged to use behaviour specific-praise (BSP) as a way of developing effective and purposeful relationships between staff and students to enable all students to prosper and flourish. This approach underpins the promotion of recognition and use of praise inside the classroom and around the school.

Consequences

Rationale

- Students have the right to expect fair, reasonable and consistently applied consequences for poor behaviour. Punishments should reflect the nature of the behaviour exhibited and make a clear distinction between serious and minor infringements of the code of conduct. An appropriate Consequence is one which is designed to put matters right and encourage better behaviour in the future. *It is inappropriate to punish whole teaching groups or classes for the misdemeanours of a few or to impose a Consequence which is designed to humiliate.*
- When using consequences to manage behaviour, staff should try to maintain high quality relationships based on mutual respect and understanding. Students should fully understand why the consequence is being enforced and comprehend what they need to do to improve their behaviour going forward.
- With the use of common sense, consequences will be applied taking into account the personal circumstances and particular needs of each student for example their age and any special educational need or disability affecting them.
- Although all students must have the right to be forgiven and “start over”, it is inevitable that past behaviour and attitudes must be taken into consideration when applying consequences. Students must understand that there are consequences for actions and behaviour and that accepting personal responsibility is equally as important as understanding our rights and is an explicit part of our Character Development programme.
- It will be for a member of the Leadership Team to decide whether the Police should be involved in any given incident. The Police have the right to enter the school and intervene in cases where they or the school deem it appropriate.
- A parent can if they wish involve the police but at this time it then becomes a police matter and the school will let the Police conduct the investigation without interference. Thus it will be normal practice for Police interviews to take place at school where possible in the presence of parents or guardians if necessary. If parents cannot be contacted, the interview will take place with an appropriate member of staff. The Police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.
- When to call the Police:
 - A. Once a case has been established, school led interviews and investigations may stop and the Police should be called.
 - B. Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
 - C. Once a criminal investigation is underway, school investigations and/or interviews may stop.
 - D. Offences where the Police may be called include, but not exclusively, the following: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

Purpose

- To develop a consistent pattern of consequences, which are known by all members of our community.
- To support the Code of Conduct.
- To correct poor behaviour which would otherwise prevent effective learning taking place or place students or staff at risk.
- To support students unlocking their potential

Guidelines

- The Red Card system is designed primarily to deal with disruptive and distracting behaviour in the classroom and beyond and can be awarded for disruption to lesson, mobile phone use, defiance, play fighting, chewing gum, swearing and littering.
- Within class, students will always be informed, warned and given take up time before receiving the Red Card.
- Red Cards for 'removal from lesson' and 'remain in class' should only be issued during lessons when students have been "Informed" and then "warned" and provided with a real opportunity to correct or change their behaviour.
- Red Cards can be issued, without warning, out and in lessons for throwing litter, chewing gum, play fighting, defiance, mobile phone use or swearing.
- For Red cards received, this will result in a detention on the next school day after school and failure to attend this detention will lead to increased sanctions.
- If a student receives a 'Red Card – removal from class', a Fast Action Response (FAR) alert will be sent from the teacher via Class Charts and the student will be removed from the lesson.
- When a child receives a Red Card – removal from class/FAR alert for persistent disruption a lesson, the child will be taken to a shadow classroom by an experienced member of staff within the department or faculty to complete their work for the remainder of the lesson supported by a member of staff from that area.
- If a student receives two 'Red Card – removal from class' detentions in the same day, they will most likely spend the remainder of the day in the Inclusion Room, unless it is felt that they have modified their behaviours.
- Pastoral Leaders may, after consulting with the Assistant Headteacher, place students in the Inclusion Room where a student has behaved inappropriately or whilst an investigation is taking place. Work will be provided at all times following the curriculum as much as possible.
- A School Ready, which will lead to a lunchtime detention on the next school day, can be issued for poor uniform or a lack of equipment.
- Uniform and equipment will be addressed at tutor time. If students are missing equipment or uniform, tutors will notify the pastoral teams by issuing a "School Ready" - uniform or equipment consequence which will lead to a lunchtime detention the following day. Failure to attend detentions may result in further sanctions and/or review.
- Any student during the school day who does not meet our requirements on uniform will be politely asked to remedy any issue. If students refuse this reasonable request staff will follow the inform, warn process and if this continues an incident form will be completed and appropriate sanctions applied by the Pastoral Leader for out of lesson behaviour in partnership with the Assistant Headteacher Pastoral. We will actively work with families and/or support where necessary to ensure these matters are dealt with quickly.
- A Tardiness detention will be issued if a student is tardy to class (late for no good reason) and they will receive a break time detention the following day; the duration equalling the number of minutes they were tardy to lesson. Failure to attend will lead to an escalation.

- Students should always be made aware as to why they have received a Tardiness detention, School Ready or Red Card. All sanctions are to be entered on Class Charts as soon as they have been issued and the comments box filled in by the teacher with a full explanation as to why it was issued.
- If a student has any kind of detention, the Head of Year/SLT Link will confiscate their mobile phone during the morning line-up process/registration period and hand it back at the end of the school day. This is a supportive measure as it acts as a reminder to serve the detention (meaning it isn't escalated).
- Individual members of staff can apply other consequences as they see fit. These might include lunchtime detentions, break time or after school detentions cleaning up graffiti or clearing litter (that is, punishments to suit the crime with a sense of service to the community).
- In the use of any form of punishment or consequence, good communication with the student's home is vital and wherever possible parents will be informed on the same day when a child receives a Tardiness Detention, School Ready, Red card, a day in the Inclusion Room or a recognition point. Parents must take responsibility for their child's behaviour at school and they are only able to accept this responsibility if they are provided with clear and regular communication. This might include letters, emails home, telephone calls or using the ClassCharts App.
- Incident forms should be filled in for more serious incidents of poor behaviour and sent to Learning Area Leader or Subject Leaders for incidents occurring in lesson time or Pastoral Leaders for incidents out of lessons. This would certainly apply to instances of any form of physical violence, abusive language, bullying or threatening behaviour. Rudeness or aggression towards teachers will not be tolerated and will almost always lead to a suspension for the student concerned unless the student shows clear remorse for their actions and a restorative justice meeting has been held where all parties are happy. Such incidents are always recorded on the school's SIMS database.
- Incidents involving racist language or abusive behaviour and bullying are always dealt with very seriously. Incident forms should always be completed as soon as possible and then the relevant section of the Incident Form must be completed for the school file and for reporting to County.
- For serious disruption in the classroom, teachers should make use of the "Fast Action Response Team". An Incident Form or Red Card will need to be completed.
- Students who are caught smoking (which includes vaping) on the premises should be referred to the Pastoral Leader who will arrange for a letter to be sent home and then for the student to carry out a detention. It should be noted that students who are present when others are smoking, are deemed to be complicit with the smokers in the fact that they are about to smoke, have been smoking or have full knowledge that they are in the presence of others who are smoking and therefore have the freedom of choice to remove themselves.
- Key Stage Learning Mentors will take responsibility for much of the administration associated with the management and follow up of and consequences, including appropriate communication with parents.
- Pastoral Leaders or Learning Area Leaders are involved in determining the level of consequence applied for more serious or persistent breaches of good conduct in consultation with the Assistant Headteacher Pastoral and where necessary the Headteacher. Incidents occurring in subject areas will be investigated by the relevant Learning Area Leader with all other incidents normally being investigated by the relevant Pastoral Team.
- Students exhibiting persistent inappropriate behaviours will be supported to help modify their behaviour. Interventions may include parent meetings, detentions, reports, formal letters home, behaviour contracts, internal exclusions (with the approval of the Assistant Headteacher Pastoral), Pastoral Support Plans mentoring and counselling. External agencies and multi-agency meetings may be used where internal interventions are not working and advice sought regarding a managed move where external interventions are not proving effective and there is a risk of the behaviours leading to permanent exclusion.

- Form Tutors (with assistance from Learning Mentors) will generally take responsibility for arranging meetings with parents, as they are always the first point of contact for parents. It should be remembered that parents need to be given as much support as possible in empowering them to accept their responsibilities for their child's progress and behaviour at school.
- Although it is preferable that parents are given 24 hours' notice of any detention it is no longer mandatory that this is the case as a detention is a consequence that does not require parental consent and can be given at break, lunch or after school by any paid member of staff. However, if a child is held back after school without prior notice to the parents, the school must ensure that adequate arrangements are made by the parents or school to ensure the child returns home safely.

Suspensions and permanent exclusions

As a school we actively encourage each other to seek other means to exclusion first using internal and external support when appropriate.

The Headteacher will decide on the use of suspension or permanent exclusions as a consequence. It should be noted that we will always give consideration to individual circumstances (especially recent traumatic events), the degree of deliberate intent, past disciplinary record as well as any special needs that the student might have. The school will always seek to balance the needs of an individual with the ethos and good order of the school community and the learning and well-being of all students and staff. The Headteacher will always apply a considered view and use appropriate professional judgement when deciding on any exclusion. A more detailed table of suggested tariffs showing expected punishments is provided in the appropriate appendix at the end of this document. As a general guideline, suspensions or exclusion will be used as a consequence for:

- Violent conduct.
- Rudeness or abusive language (including swearing) directed at a teacher or other member of staff
- Persistent or repeated bullying (of any form).
- Racism or any other act which discriminates against an individual because of any protected characteristic (as defined in the Equality Act 2010).
- The possession or use of an illegal substance or drug (including alcohol). The *supplying* of drugs to other students will almost certainly lead to a permanent exclusion.
- Repeated disruption of learning (for example, as measured by the accumulation of Red Cards).
- Theft of property from another student or member of staff (for example, mobile telephones, sports equipment, bicycles or related equipment).

Longer periods of suspension (or even permanent exclusion) will be used when behaviour is repeated or for more serious breaches of conduct. Although the following is not an exhaustive list and each case would be considered individually, examples will include:

- The carrying or use of "offensive weapons" (including Replica Guns, bladed weapons, Stanley knives, baseball bats etc.). This includes "weapons" held in bags, uniform or stored in school lockers or elsewhere on the school premises. It is accepted that the definition of a "weapon" might hinge on intent and in all cases, an investigation would establish the likely "risk" associated with the implement concerned.
- Consumption, possession or supply of drugs to other students, whether for profit or not.
- Repeated or dangerous acts of physical violence. The use of any weapon during a physical confrontation will almost certainly lead to permanent exclusion.
- Repeated theft.

- Repeated bullying or racial/homophobic abuse.
- Persistent disruptive behaviour or persistent refusal to follow the reasonable authority of staff.

Suspension and exclusion are the most serious consequence that the school can impose and the decision to exclude is not taken lightly. However, the school needs to ensure that students fully understand that where there are very serious breaches of the school's behaviour policy or code of conduct, the school will not tolerate such behaviours and will remove the student in question, from the school, for a set of period of time or possibly permanently. This will allow the student to reflect on their behaviours and hopefully allow the school to plan for their successful reintegration into the school through the use of support plans or the engagement of outside agencies. In the case of permanent exclusion the Local Authority will provide educational provision for the child from the 6th day of suspension.

Where we have concerns regarding student safety or there has been a criminal offence, we will engage with the Police and seek their advice.

Where a student is suspended the school will:

- Notify parents of their responsibility to ensure that their child is not present in a public place during school hours.
- Undertake to set and mark work for that student for the first five days of the suspension.
- If the suspension is over 5 days, ensure a 5 Day Suspension pro-forma is completed.
- Provide education (off-site or in a shared provision) from the sixth day of any period of fixed period suspension of six days or longer.
- Advise any consequence that may be imposed for non-attendance of the provision for the sixth day onwards.
- Consider how the time out of school might be used to address the student's problems.
- Consider what support will best help with the pupil's reintegration into the school at the end of the suspension.
- If a student is suspended for more than 15 days in a term a governor's panel will always meet within 15 school days to review the suspension.

After a fixed-term suspension students must attend a re-admission meeting with their parents and a member of the Leadership Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time. Repeat offences could ultimately lead to permanent exclusion.

Permanent exclusion will only be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion would normally follow after certain single incidents, which are deemed to be extremely serious.

If a student is permanently excluded the school will:

- Notify the parents & the Local Authority (LA) that the exclusion is permanent.
- Notify parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion.
- Undertake to set and mark work for that student for the first five days of the exclusion.
- Provide information on how to contact the LA to facilitate a meeting with them, in order to discuss their options going forward.
- Arrange a meeting of governors to review the exclusion and decide whether to uphold it.
- Ensure that the Headteacher Report is completed ready for the governors' review meeting.

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

Exclusion and Special Educational Needs

Other than in the most exceptional circumstances, the school will try to avoid permanently excluding students with an EHCP. Instead, every effort will be made to ensure that support mechanisms are in place to support these students.

In addition, the school will endeavour to avoid excluding students who are being supported at SEND support under the Special Educational Needs Code of Practice, including those at SEND Support who are being assessed for an EHCP. Where students have severe and complex SEND, we may ask the LA to consider whether an EHCP plan may be necessary. However, if a student's behaviour warrants a suspension or exclusion, the school will impose the necessary consequence.

We will try every practicable means to maintain students with SEND in school. Specialist advice and intervention may be sought from the Educational Psychologist, the Behaviour and Attendance Team, the ESC or a teacher with a special expertise in the pupil's area of SEND. An interim or part time placement at the ESC may be appropriate. For a student with an EHCP, the school may liaise with the local SEND Team about initiating an interim/emergency review of the student's plan.

If a student with an EHCP is at serious risk of disaffection or exclusion, an interim or early review will be called. It will then be possible to consider whether the student's needs have changed and whether amendments to the plan are required, as an alternative to the student being excluded.

Governors' Behaviour Review Panel

The governors take a very active interest in the application of the school's Behaviour Policy as it is a core policy for enabling good relationships and for maintaining excellent standards of learning.

Governors on this panel complete training to support the review process within the timelines of Hertfordshire expectations. For lengthy suspensions, serious misconduct or repeated external suspensions, the Governors may require members of the school staff, parents and/or student to attend a meeting of a panel of governors who are members of the Discipline Committee.

The purpose of this meeting will be to review the case in some detail and to consider whether the student, parents and school are doing all that can be reasonably asked to ensure that such behaviour is not repeated. Following such meetings, the governors may issue a written statement or report outlining expectations going forward. Such statements may include but not exhaustive:

- Confirmation of external support that the school might reasonably engage - such as counselling, guidance from the behavioural support team or the involvement of medical services.
- An expectation of support from parents centred on the school's Home-School Partnership documentation. This might include articulating requirements that the parents will actively and positively support the school's reasonable actions and policies.
- A "behaviour contract" - which the student may be required to agree to in order to make adequate progress in school.

It should be noted that this Review Meeting of members of the Governors' Discipline Panel is designed solely to facilitate a positive way forward and to help ensure that further poor behaviour or breaches of the code of conduct are avoided and that the student does not move to a situation where

permanent exclusion is a possibility. This meeting is entirely separate from any statutory meeting of the Governors' Discipline Panel that may be required, for example, in order to consider the Headteacher decision to move to permanent exclusion.

In order to ensure absolute impartiality and complete fairness, any members of a review panel set up as outlined above, would not be eligible to sit on a subsequent statutory meeting of the Governors' Disciplinary Panel which was linked to the same case. However, it would be entirely reasonable that any subsequent panel meetings were able to receive a written report from any Behaviour Review Panel meeting, outlining its findings or conclusions.

Any meeting of the Behaviour Review Panel has no impact on the statutory rights of parents or students and these rights are clearly articulated in the school's published Complaints Procedures.

Jurisdiction Out of School

The behaviour of students outside of school is usually the responsibility of the parent(s). Incidents out of school which have an origin which can be traced to school may be treated in the same manner as if they have occurred on the school site, for example, a pre-arranged fight, or where the incidents are in school uniform and/or within the vicinity of the school site and the students involved are clearly linked to Kings Langley School. If behaviour problems outside of school then impinge on good order in school, the school reserves the right to take into account this external behaviour when deciding on an appropriate course of action.

It should also be noted that each case will be considered on an individual basis and the school reserves the right to respond differently to incidents beyond the school boundary compared to similar incidents which have taken place on the school premises.

The school would consider activity on Social Networking sites as being relevant to ensuring good order in school or maintaining an environment free from threat or fear of bullying. Consequently, the school may consider the *outcomes* of activity on social networking sites when deciding upon a course of action following an "incident". However, parents must accept full responsibility for managing and supervising their child's activity on social networking sites.

The school's detailed response to examples of "social network abuse" is provided in the School's published "Use of Mobile Telephone Policy" and is also referred to in our Anti Bullying literature.

Virtual Learning

When students are using any form of virtual learning environment they must at all times follow any protocols, procedures and acceptable user agreements set out by the school. Similarly to the above section on Jurisdiction out of school the behaviour of students outside of school is usually the responsibility of the parent(s) but the school may treat any incident of poor behaviour on a virtual learning platform as if it had occurred on the school site and apply consequences accordingly.

^{i i} Although there is a separate code of conduct for teachers and support staff, there will inevitably be overlap between the codes of conduct for staff and students. However, it is acknowledged that staff have a supervisory role and a duty to maintain good order. Consequently, they will be exempt from some aspects of the Code of Conduct for students. For example, there will be occasions when it is perfectly acceptable for a member of staff to raise their voice or communicate in an assertive manner in order to maintain good order or discipline.

Appendices

Appendix 1

| Recognition Point: | Examples: |
|--|---|
| Recognition – Aspirational communication | <ul style="list-style-type: none"> Using subject specialist vocabulary/terminology Use of written or oral literacy effectively Using character education language within own communication Excellent use of, or development of language (written and oral) Showing depth and context to answers |
| Recognition – Curiosity | <ul style="list-style-type: none"> Asking inquisitive questions relating to learning Displaying the desire to learn, understand or acquire further facts and knowledge Reading books/literature/information connected to the lesson, topic or project outside of the lesson Using the library to develop understanding of topics Engages in wider reading/supra-curricular activities around their subject to develop ideas – signposted by teachers or beyond what is instructed? |
| Recognition – Creativity | <ul style="list-style-type: none"> Showing a creative approach to tasks Applying knowledge and/or skills from other subjects within a piece of work Being creative in the response to a problem Suggesting alternative ways of thinking Showing autonomy/takes risks when responding to a task or activity |
| Recognition – Determination & Perseverance | <ul style="list-style-type: none"> Displaying flexibility and adaptability in situations faced Showing continuing commitment/effort in a piece of work over a period of time Displaying the desire to achieve despite setbacks, challenges or barriers Reflecting on oneself and asking how something could be improved or bettered Showing clear progress |
| Recognition – Resilience | <ul style="list-style-type: none"> Responding positively to constructive feedback Recompleting a piece of work to improve Overcoming barriers to achieve success Being able to deal with setbacks / Uses setbacks as opportunities for self-development. Willing to take risks even if this could result in a setback. |
| Recognition – Applied focus | <ul style="list-style-type: none"> Showing good application to a task or activity Displaying effective study practices Noticeable commitment to intervention or revision Attempting stretch & challenge tasks/activities Displaying stickability Reflects on study practices and improves them. |
| Recognition – Empathetic friendliness | <ul style="list-style-type: none"> Showing an understanding of how others feel Showing care towards others Listening to others points of view Displaying emotional intelligence Assisting a member of staff or visitor |
| Recognition – Selfless volunteering | <ul style="list-style-type: none"> Volunteering for the good of others Assisting people without being asked to Actively involved in enrichment/supra-curricular activity Demonstrates positive outcomes and promotes involvement to others |
| Recognition – Motivational teamwork | <ul style="list-style-type: none"> Showing teamwork skills in a task or activity Providing others with constructive and helpful feedback Encouraging or motivating others to think positively or give something a go Displaying sportsmanship qualities Taking an active role and participating fully in Sixth Form charity challenge tasks. |
| Recognition – Considered leadership | <ul style="list-style-type: none"> Displaying leadership qualities within group work Student leadership activities Taking the lead or responsibility within an activity, task or project Helping others to achieve success Engages with and actively promotes leadership roles within the school community. Reflects on leadership skill needs and looks for ways to develop these. Acts upon findings. |
| Recognition – Reflective questioning | <ul style="list-style-type: none"> Responding to questioning effectively Reflecting on oneself and asking how something could be improved Engaging in meaningful conversations to explore misunderstandings, misconceptions or differences in opinion Questions relating to alternative contexts Engaging in positive classroom debates |
| Recognition – Positive involvement | <ul style="list-style-type: none"> Showing commitment to the school community Being an advocate of the school / Being a positive representative of the school Showing positive involvement and participation in a lesson, task, or activity Sharing own knowledge to support others or the learning environment 6F Examples – mentoring, subject leadership, promoting the sixth form, speaking in lower school assemblies |
| Recognition – Personal investment | <ul style="list-style-type: none"> Noticeable application/effort in homework or independent learning Seeking further learning outside of the lesson Commitment to attending clubs, groups or events that develop the self |

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| | <ul style="list-style-type: none"> ▪ Showing a commitment to improving one's own potential ▪ Seeking opportunities outside the normal curriculum or out of school that support own development (i.e., extra-curricular clubs) ▪ Looks for and takes up opportunities directly linked to long term goals (study or employment) |
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Appendix 2 Suspension and exclusion guidance

Please be aware that these are guidelines and not exhaustive:

| Behaviour | Consequences |
|---|--|
| Fighting or physical assault – no premeditation | 1 day internal or 1 day fixed term external suspension depending on the level of provocation and concept of reasonable self-defence. A previous history of physical assault will almost certainly add to the duration of the suspension. In some instances permanent exclusion may be appropriate. |
| Fighting or physical assault – with premeditation and/or planning. | 3 – 7 days external suspension or in some instances permanent exclusion. The degree of disregard for the victim and any lack of empathy will influence the duration of the exclusion. |
| Conspiring to cause a fight – even if the student is not actually involved in the assault. The school will not tolerate “onlookers” who instigate fights. | 3 – 5 days internal or external suspension. |
| Unprovoked physical assault resulting in actual bodily harm. The school will always take note of the “ferocity” of any assault and in most cases, would report the matter to the police | 3 – 7 days fixed term suspension or in some instances permanent exclusion. |
| Assault of any type with a weapon with the intent to cause harm. | In most cases, such an incident would lead to a permanent exclusion, except in some instances where extenuating circumstances such as self-defence exist. |
| Theft or deliberate damage of another person's property. | 1 – 3 day fixed term suspension (repeated behaviour will result in longer term or even permanent exclusion). Compensation or return of property will be required. It is likely that the police will be informed in all cases of theft. |
| Receiving stolen goods in full knowledge of the situation | 5 day fixed term suspension |
| Abusive language or behaviour towards staff | 1 – 3 day fixed term suspension |
| Aggressive behaviour towards staff | 5 – 10 day suspension. Permanent exclusion if the aggression represents a real threat to personal safety or well-being or is repeated behaviour. |
| False and/or malicious allegation made against a member of staff (see appendix entry below for further details) | Fixed term or permanent suspension depending on the nature of the allegation and the possible extent of damage caused to the member of staff by the allegation. |
| Refusal to follow staff instructions on a repeated basis | 1 – 3 day fixed term suspension |
| Persistent refusal to wear appropriate school uniform (including infringements on jewellery) and after adequate communication with home. | 1 – 3 day fixed term suspension (after other consequences have proved inappropriate, including sending home to change/dress appropriately). The reason for suspension will cite "refusal to accept the reasonable authority of the school" |
| Persistent bullying of another student(s) and failure to respond to warnings. | 3 – 5 day fixed term suspension (permanent exclusion will follow if the behaviour persists) |
| Persistent disruption of learning and failure to respond to support | 1 – 5 day fixed term suspension (permanent exclusion will follow if the behaviour persists) |
| Wilful disruption of an examination (internal or external) | 1 – 3 day suspension and procedures prescribed by the exam board |
| Supplying (or sharing) class 'C' illegal drugs or substances considered to be harmful to health or discipline e.g. 'legal highs', solvents, alcohol etc. | 3 – 10 day fixed term suspension – permanent exclusion if offence is repeated or supply has been for financial gain. |
| Supplying (or sharing) class 'A/B' illegal (e.g. cocaine, heroin, crack, LSD. Amphetamines, ecstasy) | Permanent exclusion – referral to the police. |
| Possessing or consuming class 'C' illegal drugs(including alcohol) during school time or on a school activity or excursion or substances considered to be harmful to health or discipline e.g. 'legal highs', solvents, etc. | 3 - 7 day suspension (permanent exclusion if offence is repeated) |
| Possessing or consuming class 'A/B' illegal drugs during school time or on a school activity or excursion. | Permanent exclusion - referral to the police. |
| *Carrying an offensive weapon in school or on any school approved activity (sports fixtures, school trips, visits etc.). 'Carrying' also includes storing the weapon for easy access later (for example, in a locker, in another student's bag or elsewhere on the school premises) | Permanent exclusion –referral to the police. |
| *Using an offensive weapon. | Permanent exclusion –referral to the police with a strong recommendation for prosecution (through normal police procedures). |

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| Abuse/wrongful use of fire alarm and other safety installations (such as fire extinguishers) | 3 – 5 day fixed term suspension |
| Racist and/or homophobic abuse towards another individual or group | 1 – 5 day fixed term suspension (in some cases, internal isolation will be appropriate) |
| Physical violence – actual or threatened to a member of the school staff | Permanent exclusion (on rare occasions, this punishment may be commuted to a fixed term suspension if the student is of previous "good character" and there are extenuating circumstances for the offence). |
| Poor behaviour on the school buses – such as throwing items, physical abuse and use of threatening language, smoking or consumption of alcohol | Exclusion from the bus for a fixed period of time determined by the nature of the offence and any previous history. Fixed term suspension or permanent exclusion may also be appropriate depending on the nature of the offence. |
| Up skirting/Sexual Violence/Serious Sexual Harassment | As these are criminal offences the police will be informed and the school will act on the advice of the police. |
| Compromising the school's IT system | Depending on the nature of the incident the police may be informed and fixed term or permanent exclusion. |

Exclusions/Suspensions further guidance:

As is the case for all serious breaches of our conduct code, a full investigation will be carried out by appropriate staff. These investigations will usually include: -

Interviews with students involved or students who have witnessed events. These interviews may be carried out individually or in groups.

Teachers will use professional judgement and experience in order to determine which students will be asked to provide witness statements or comment. For example, teachers will take into account relevant friendship patterns or "past history" in order to ensure that a balanced account is obtained.

It should always be remembered that the school does not operate in the same manner as the police or other prosecution services and will apply the civil standard of proof i.e. on the balance of probability it is more likely than not that a fact is true taking into account available evidence and professional understanding. Ultimately, a decision may be taken on an appropriate course of action which is based on the member of staff's best judgement or appraisal of the situation.

Usually (although not always), a student will be asked to write a written statement relating to an incident(s). The student may be permitted to add to or alter their statements if the investigation highlights inaccuracies or omissions. Such alterations will be suitably noted or recorded. Sometimes, it may be appropriate that a member of staff completes an incident report and the student signs the statement to indicate its accuracy.

Staff will be expected to complete appropriate and related documentation such as "purple incident slips" and accounts of telephone conversations and should keep a bullet point log relating to the progression of the investigation and its related outcomes.

Victims and their parents will be contacted to explain that the school has taken appropriate action but rarely will the school discuss consequences/punishments issued to another student. However, the school will use discretion in some cases (for example, offences related to homophobic or racist behaviour) in order that the victim and victim's family have a clear understanding that the school have acted in a rigorous manner so that "justice is seen to be done".

Parents are informed of suspensions by telephone and/or email as soon as possible and also via written letters following the County and national guidelines. These letters contain details of parents' rights of appeal and the role of the governors.