

Kingsmead

Behaviour Strategy

This procedure should be read in conjunction with the JTMAT Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy.



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Last reviewed on:	10.09.26	
Next review due by:	10.09.27	

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Rationale

Kingsmead wants all their students to make positive contributions to the school and the wider community. To support students in making positive choices in their conduct we recognise the importance of teaching behaviour and guided by this strategy, will promote culture of high expectations, positive praise, and consistent practice. Positive behaviour is developed through explicitly teaching behaviour expectations, establishing predictable routines, providing clear boundaries, recognising positive conduct and responding consistently when expectations are not met. All staff have a responsibility to model these expectations and create a safe, calm and supportive learning environment.

As part of the statutory duty of each JT MAT School to promote pupils' wellbeing, schools have a clear role to play in the management of pupil's behaviour. To support this, the Government's [Education and Inspections Act 2006](#), ensures that school staff has the information, advice and power to:

- Discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the [Education and Inspections Act 2006](#)).
- The power also applies to all paid staff (unless the Headteacher/Head of School says otherwise) with responsibility for pupils, such as teaching assistants.
- Discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Impose sanction outside school hours.
- Confiscate pupils' property.

1. Aims

The aim of this strategy is to ensure that all students can learn in a safe and purposeful environment that consistently upholds high standards of behaviour which support good learning.

Kingsmead has a safeguarding duty, to all its pupils, regarding appropriate behaviour as per the Keeping Children Safe in Education statutory guidance. The school will share relevant data to the Local Authority and other relevant professionals as required. Please read this strategy alongside the school's Health and Safety, Supporting Pupils with Medical Conditions, Drugs, and Child Protection policies.

Effective behaviour management is essential for the smooth running of our school. Kingsmead recognises the importance of teaching behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.

Kingsmead promotes a culture of vigilance, where concerns are identified early, shared appropriately, and acted upon promptly.

Outlines the behaviour that we expect from all of our students within Kingsmead and the consequences and sanctions pupils can expect as consequences for any failure to meet expectations.

Define what we consider unacceptable behaviour including bullying.

Establish a common approach to the behaviour management of all pupils which will support staff and pupils in getting the most from their education through a persistent and consistent approach.

The overarching aims are:

1. To create a safe and secure environment for pupils and staff and prevent bullying;
2. To enable effective teaching and learning, including ensuring pupils complete assigned work;
3. To promote good behaviour, self-discipline and respect;
4. To encourage achievement;
5. To teach pupils to understand, accept and tolerate differences in individuals;
6. To regulate the conduct of pupils.

Outline how both rewards and sanctions will be used by staff to promote a positive ethos in the school

Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

2. Relevant legislation and policies relating to this strategy

- [Behaviour and discipline in schools](#)
- [Behaviour in schools: Sanctions and exclusions](#)
- [Mental health and behaviour in schools](#)
- [Arranging alternative provision](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Restrictive interventions including use of force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- [Keeping children safe in education](#)

In addition, this strategy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This strategy complies with [JTMAT behaviour policy](#) and articles of association.

3. Expectations of Students at Kingsmead

All students at Kingsmead School are expected to meet the following expectations:

1. Students are ready and willing to learn
2. Students are polite and respectful to all
3. Students are dressed in their uniform correctly

Meeting these expectations at all times will ensure Kingsmead school is an environment where pupils are safe, respectful and can learn effectively, free from disruption and intolerance.

These expectations are promoted throughout the schools and regularly referred to during lesson and pastoral time.

3.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom by:

- Greeting pupils at the door at the start of lessons
- Being present on the corridors at lesson change over
- Establishing and maintaining clear routines
- Using seating plans
- Ensuring orderly entries and exits to lessons
- Creating and maintaining a positive, stimulating environment
- Using 'starter' and 'do now' activities
- Taking the register promptly and in silence
- Not allowing student to call out
- Front loading instructions
- Actively circulating the classroom

- Keeping pupils in lessons unless absolutely necessary
- Narrating expectations regularly
- Rewarding deserving students regularly
- Challenging the behaviour not the individual
- Implementing strategies to deescalate and correct behaviour

4. Poor behaviour

Students' behaviour will typically be categorised as **learning behaviour** or **personal behaviour**. All staff can issue sanctions relating to learning behaviour. Should behaviour be categorised as personal behaviour, then it will typically be the responsibility of the pastoral team to issue sanctions, possible coaching or mentoring and providing further support.

4.1 Learning Behaviour

Examples of poor learning behaviour are:

- Non-completion of classwork or learning
- Late submission or non-completion of home-learning tasks
- Poor attitude to classwork
- Low level disruptive behaviour during a lesson that is not conducive to learning and/or distracts the student and/or peers from their learning
- Failure to come to school prepared with correct equipment
- Failure to attend lessons on time

4.2 Personal Behaviour

Examples of poor personal behaviour are:

- Repetitive and sustained poor learning behaviour
- Any form of bullying
- Defiance towards staff
- Verbal abuse towards others
- Aggressive behaviour towards others
- Swearing
- Sexual assault - any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Being intoxicated on school property
- Racist, sexist, homophobic or discriminatory behaviour (intolerance)
- Truancy
- Possession of any prohibited items.

4.3 Prohibited items:

- Knives, weapons or items to be used as a weapon
- Alcohol
- Illegal drugs including vape juice with THC
- Stolen items
- Tobacco and cigarette papers
- Vapes or e-cigarettes including those with THC chemicals
- 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)
- Smart Glasses (for example, Meta Glasses)

5. Abusive Behaviour and Bullying

Safeguarding is everyone's responsibility. All staff, regardless of role, must recognise that behaviour can be an indicator of safeguarding risk and must report any concerns in line with [safeguarding procedures](#).

Abusive and bullying behaviour can happen within and outside of school settings and it is necessary to consider how abuse manifests, how it can be managed and what appropriate support and interventions can be put in place to prevent further harm.

Types of abuse:

There are many forms of abuse that may occur between peers and the examples included are not exhaustive.

Physical abuse

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role-play, upskirting, to sexually touching another or sexual assault/abuse.

Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying will always be taken seriously if a pupil feels they are being bullied whether it fits into the definition or not.

Examples of bullying may include:

- **Physical:** including, hitting, kicking, pushing people around, spitting; or taking, damaging, or hiding possessions, barging, hurting, stamping
- **Verbal:** including name-calling, taunting, teasing, insulting, mockery, mimicry, inappropriate banter, or song lyrics, shaming e.g., fat shaming
- **Exclusionary behaviour:** intimidating, harassing, isolating, or excluding a person from a group
- **Extortion:** threatening to, or taking money, equipment, resources, blackmailing
- **General unkindness:** spreading rumours or writing unkind notes, phone texts or emails
- **Cyberbullying:** using the internet, games, mobile telephones, social networking sites etc. which upsets someone else
- **Non-verbal:** sucking teeth, staring at someone, pulling faces, gestures
- **Sexist:** making comments or referring in a derogatory way to a person's gender or gender reassignment
- **Racist:** regarding someone's culture, heritage, country of birth or nationality
- **Homophobic:** related to a person's perceived or actual sexual orientation
- **Disability:** related to a person's disability or special educational need, medical needs • **Pregnancy:** related to pregnancy, paternity, or maternity
- **Marriage/civil partnership:** related to someone's marital or partnership status
- **Faith:** related to someone's faith, belief or no faith, social standing - related to a person's home circumstances, poverty
- **Intelligence:** related to someone who does as they are told, high achieving, and completing their work

- **Sexual:** talking to or touching someone in a sexually inappropriate way, up-skirting, sharing nudes or semi-nudes, asking for photographs or in mate parts, or engaging in phone or written sexual conversations

We acknowledge that many of these behaviours can take place online (cyber bullying) and include online bullying in our education and sanction systems.

Off-site Behaviour

We expect our students to always display positive behaviour including when in the local community and whenever representing the school or wearing the school uniform. Kingsmead will sanction pupils that display poor behaviour outside of the school premises in line with the guidance provided by the [DFE](#).

Where non-criminal poor behaviour and bullying occurs off the school premises or online and which is witnessed by a staff member or reported to the school, sanctions will be imposed on pupils at the discretion of the head teacher and pastoral team.

We will also seek the support of local agencies including the police where necessary.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with the [JTMAT policy](#).

All allegations against staff will be treated seriously and in line with safeguarding procedures.

6. Use of phones and other digital devices

Kingsmead is a mobile phone-free environment as required by [Mobile phones in schools - GOV.UK](#)

Kingsmead is committed to creating calm, safe, supportive and purposeful learning environments where pupils can fully engage in education, develop positive relationships and achieve their potential.

Access to mobile phones during the school day can contribute to distraction from learning, cyberbullying, online conflict, exposure to harmful content, safeguarding concerns and reduced face-to-face social interaction.

The use of mobile phones is not permitted unless authorised as part of an agreed medical, safeguarding or SEND support arrangement.

Pupils must not access, use, display or attempt to use a mobile phone or personal smart device during the school day unless specifically authorised by a member of staff in accordance with this strategy. Any access to a device during the school day will be limited to the agreed purpose and, where appropriate, supervised by academy staff.

Parents/carers who need to contact their child during the school day should do so through the school reception. Similarly, pupils who need to contact parents/carers during the academy day should do so through pastoral staff.

Pupils must not use mobile phones or personal smart devices to photograph, record or film any member of the school community without permission. Any misuse of technology involving the recording, sharing or distribution of images, videos or online content may result in disciplinary action and safeguarding intervention.

In accordance with the Department for Education's *Mobile Phones in Schools* guidance, mobile phones and similar personal electronic devices are identified as items that may be searched for under the school's behaviour policy.

Where a member of staff has reasonable grounds to suspect that a pupil is in possession of a mobile phone or similar device in breach of the school's mobile-phone policy, the Headteacher or an authorised member of staff may search the pupil or their possessions in accordance with the school's statutory search powers and the DfE's *Searching, Screening and Confiscation* guidance.

Refusal to follow guidance and staff instructions relating to mobile phones, or repeated breaches of this section of the guidance, will result in disciplinary sanctions.

The Headteacher may approve alternative arrangements during educational visits, residential visits, emergency situations or specific curriculum activities where access to mobile phones supports learning, communication or safeguarding.

Students attending the sixth form may use their mobile phones in the sixth centre but may not access them in and around the main school.

7. Roles and Responsibilities

7.1 The Governing Board

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

7.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour strategy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this strategy to ensure rewards and sanctions are applied consistently.

This document cannot cover all behaviour events that may happen in a school. The Headteacher reserves the right to use discretion in making executive decisions regarding a student's behaviour and impose further sanctions where necessary.

7.3 Staff

It is essential that all staff follow the systems and procedures in place to ensure a safe and purposeful learning environment for all pupils. Consistent application of strategies, rewards and sanctions will ensure pupils can thrive at Kingsmead. Staff receive CPD on behaviour strategies regularly.

Staff are responsible for:

- Implementing the behaviour guidance consistently
- Implementing early intervention strategies to tackle poor behaviour e.g. subject reports, tutor reports and catch me being good
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using Bromcom

The Senior Leadership Team will support staff in responding to behaviour incidents where necessary

7.4 Parents

Parents are expected to:

- Stay informed of the school expectations through communications, home-school agreement and website
- Support the school in the allocation of sanctions and completion of sanctions as referred to in the home school agreement
- Support their child in meeting the pupil expectations:
 - Students are ready and willing to learn
 - Students are polite and respectful to all
 - Students are dressed in their uniform correctly
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Pastoral Team promptly
- Monitor their child's behaviour using the My Child at School app

8. Rewards and Sanctions

8.1 Rewards

We use a merit system (called XP) to create a positive school environment where students feel their efforts are recognised, encouraged and appreciated. XP points are awarded by staff on Bromcom for displaying the values of the school and might include:

- Good behaviour and effort
- Improved attitude or work ethic
- Supporting or helping a peer or member of staff

- Taking on additional duties
- Making strong progress

XP points can be issued in values of either 1, 5 & 10 and will accumulate throughout the year.

The number of XP gained during the year will unlock various rewards designed to promote the value of learning and develop a pupil's intrinsic motivation to succeed. XP points will also allow pupils to unlock various events during activities week. There will also be other half-termly rewards given to pupils achieving the top number of XP in each year group.

8.2 Sanctions

Students must understand that behaviour choices lead to appropriate consequences. Sanctions at Kingsmead are organised in to clear, tiered and compounding systems tied to specific behaviours. Sanctions must be applied consistently and free from bias and discrimination. When appropriate, restorative conversations and opportunities to rebuild relationships should be provided.

Sanctions are given to students to support behaviour change not only for punishment.

Infringements

Infringements (or formal warnings) can be given to students on Bromcom for failure to meet uniform expectations, failure to hand in home learning on the due day or for minor class disruption (formal warning). Each of these sanctions carries a removal of 1 XP point and a notification sent to parents on MCAS. Infringement acts as a recorded reminder of expectations and keep parents informed of pupil action and school response immediately.

Detention

During lesson the expectation is that pupils are behaving respectfully and working quietly (or as instructed by the teacher) throughout the lesson. Classroom routines are well established and teachers are trained and skilled in deescalating behaviour and promoting a positive learning environment.

Where students fail to meet the teacher's expectations of classroom behaviour and effort the following strategies are applied:

Silent/non-verbal – *eye contact, facial expression, shaking of the head, a stare etc*

Remind – Positive reinforcement of school rule. Praise when achieved

Warn – A formal warning (infringement) logged on Bromcom, -1 point, Teacher warns of consequence if failure to correct behaviour

Detention - In class sanction (move seats, remove distracting item, detain at end of lesson to complete a task, etc, Staff record detention (-2 points) on Bromcom. Detention is assigned and pupils informed of date. Parents receive notification automatically on MCAS

Detentions are delivered in year groups and staffed by Student Success Leaders. Students will complete written tasks reminding them of the importance of working hard in lessons. Detentions are 30 minutes but if necessary student could serve two detentions consecutively in one hour.

Removal from lessons

Where pupils fail to correct their behaviour following the sanctions above the teacher may need to remove the pupil to another designated classroom. If a pupil is removed in this way it must be logged on Bromcom and the teacher must inform parents that day by email or phone call.

During the removal stage, should a pupil fail to comply and refuse to leave, another pupil will be sent to the Progress HUB to request further assistance. The Progress team will then deal with this as personal behaviour rather than behaviour for learning and further sanctions will apply.

Subject Report

When pupils repeatedly display poor behaviour in a subject the subject leader will intervene and could place the pupil onto a subject report card. The SSL of the year group should be informed and the report logged on Bromcom. A child on subject report should show their paper report to the subject leader after every lesson.

R&R (Reflection and Reparation) for Personal Behaviour

Should any of the behaviours listed in section 5 occur, then the following procedure is to be followed:

1. Pastoral leader will discuss the behaviour/incident with the pupil/s involved.
2. Incident reports and any referrals will be recorded.
3. Pastoral leaders will issue an R&R sanction on Bromcom.
4. Parents will be informed of the decision via Bromcom and telephone.
5. The allocation of these sanctions will be discussed with the Assistant Headteacher or Deputy Headteacher for pastoral systems.
6. Each R&R session is for one hour, although for more serious incidents multiple R&R sessions (up to 3) can be recorded.
7. When R&R is allocated to a student the Progress Team can initiate a Tutor Report for further monitoring over a 2-week period.
8. The R&R session will be run in silence by the SSL and will involve the student making reparation through a pre-planned activity that gives back to the school/subject/staff that they affected through their behaviour.

Truancy Report

Any child found truanting lessons will be placed in R&R and on truancy report where they can record their prompt and full attendance to lesson. Truancy reports must be shown to the pastoral leader each day. Students can be taken off truancy report once they have proven to be attending all lessons over a two week cycle.

Punctuality report

When pupils are late to lesson a late mark is recorded by the class teacher. When pupils are awarded a second late mark a detention is automatically allocated on Bromcom and parents notified on MCAS. SSLs monitor late marks in their year group and place students on punctuality report accordingly.

Isolation to the HUB Classroom

Pupils can be isolated from their peers and given work to complete in the isolation classroom. Examples of when the HUB classroom may be used include;

- To isolate pupils while incidents are investigated
- As a sanction for persistent disruptive behaviour, forming part of a strategy in a cycle of support
- As a sanction for serious/unsafe behaviour, forming part of a strategy in a cycle of support
- To isolate pupils at lunchtime or breaktime
- To isolate members of the sixth form

8.3 Confiscation

Any prohibited items (listed in section 4.3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening

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

Unless there is extreme and immediate danger to any pupil, the member of staff conducting the search will be the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

Searches are completed on school site and away from other pupils,

Parents should be informed that their child has been searched and the details of the search recorded on MyConcern (both in the event of finding a prohibited item and not)

9. Cycles of Support

At Kingsmead we understand that some pupils find it challenging to meet the high expectations of the school. It is our intention to support these students to modify their behaviour and realise their potential. As such, Kingsmead School have adopted a process of '**Cycles of Support**'. This process is outlined below:

1. Parents/carers are informed of decisions at all stages and are expected to attend Cycles of Support meetings throughout.

2. Early Intervention – this is the first stage in the cycle process. Students are placed on a Progress Tutor report/catch me being good report, having been brought to the pastoral leadership meeting (STRAT). This will last for a duration of two weeks. The Progress Leader will make the decision to place a student on report in liaison with the Progress Tutor. The expectation is that the Progress Tutor monitors the report. Should a student fail the Progress Tutor report, the Progress Leader has the option to extend the report or the student would be recommended at the STRAT meeting to be placed on to Cycle 1 should the student's behaviour warrant further action. The STRAT team will discuss various interventions to be put in place to aid the pupil in making reparations and altering their behaviour.
3. Support Cycle 1 – The Progress Leader places the student on to Cycle 1 at the agreement of the 'STRAT team'. At this point, the student is on report to the Student Success Leader/Progress Leader. The report lasts for two weeks and is followed by four weeks of monitoring. If a student passes the support cycle, tracking continues through the Progress Team.
4. If not, the STRAT team review the student profile and make a decision about increasing the levels of support to 'Support Cycle 2' or if 'Support Cycle 1' should be repeated. Further intervention work is also recommended by the 'STRAT team' should the pupil be placed onto Cycle 2. Parents are informed that support is increasing.
5. Support Cycle 2 – The student is placed on a 'Support Cycle 2' report with the Assistant headteacher for behaviour and the interventions recommended by the 'STRAT team' are put in place.
6. Support Cycle 3 – The student is placed on a 'Support Cycle 3' report with the Deputy Headteacher at the recommendation of the STRAT team. Intensive support is put in place from the school and external services. The report lasts for two weeks with an additional four weeks of monitoring by the Deputy or Assistant Headteacher.
7. For each cycle the expectation is that a meeting will be held to arrange putting a student onto cycle and that a parent is expected to attend this meeting before students can reintegrate in lessons. This will allow us to discuss further intervention options.

10 Exclusions

10.1 Off site direction/Fixed Term Exclusion / Suspensions

Where approaches to behaviour management have been exhausted, then a period of time away may be necessary, with permanent exclusion only to be used as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. Pupils can be 'excluded' from the school due to poor behaviour as part of an 'off-site direction, a suspension (fixed term exclusion) or a permanent exclusion.

In each of the above circumstances the school will follow all the legal obligations and guidance provided by the DfE in ["School suspensions and permanent exclusions"](#).

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- physical assault against a pupil
- physical assault against an adult
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- use, or threat of use, of an offensive weapon or prohibited item
- bullying
- racist abuse
- abuse against sexual orientation or gender reassignment
- abuse relating to disability

The Head of School is empowered to exercise their professional judgement in the use of exclusion. Whilst a student is excluded (fixed-term) the school has an obligation to ensure that the education of the student continues. For exclusions of between one and five days, the school will provide work which must be completed by the student at home.

Parents/guardians will be verbally informed about the exclusion and a follow up letter from the headteacher sent, stating the reasons for the exclusion. A record of the exclusion will also be entered on Bromcom.

A reintegration meeting will be arranged before the student can return to normal lessons. The meeting will be chaired by the assistant headteacher/deputy headteacher for behaviour with the progress leader, pupils and parents/guardians in attendance. During this meeting a behaviour contract will be completed and the pupil placed on the appropriate cycle of support.

10.2 Permanent Exclusion

A decision to exclude a student permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted or if an exceptional 'one-off' offence has been committed. This could include incidents such as:

- Serious violence, actual or threatened, against a student or member of staff
- Supplying or use of, or being in possession of an illegal drug on school site including vape juice with THC
- Carrying an offensive weapon
- Failing the cycle process due to persistent disruptive behaviour
- Or any other one-off offence considered by the Headteacher to be exceptionally serious.

Parents have the right to make representations to the Governing Body about exclusion and the Governing Body must review the exclusion decision. Where the Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

11 Record keeping

It is the responsibility of teachers and pastoral staff to ensure accurate records of behaviour events and sanctions are recorded on Bromcom. All detentions, R&Rs, reports, cycles, lesson removals, suspensions and exclusions must be recorded and are monitored weekly by the pastoral leadership.

Behaviour reports can be generated to present to parents at request and during meetings.

12 Physical Restraint

There are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. At all times Kingsmead staff will follow the guidance provided by the DFE in "[Use of reasonable force and other restrictive interventions guidance](#)" and within our [school policy](#).

13 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will 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.

14. Transition

Strong links with our primary partner schools and a full and comprehensive transition process, ensures pupils are well prepared for Kingsmead.

Each year the transition coordinator produces a 'master tracker' document for the transition cohort. This information is shared with relevant members of staff so that staff are appropriately informed of each individual's needs, experiences and potential barriers.

This ensures the right support is in place from the beginning of year 7 and that any behaviour issues are monitored and supported effectively. This might include additional transition visits, parent meetings and strategic group placements for identified students.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Training

Kingsmead staff are provided with annual and on-going training on managing behaviour.

New staff receive full training on behaviour and pastoral systems as part of their induction process.

Additional training sessions are available throughout the year as part of the 'Craft of the Classroom' training sessions that staff can elect to attend.

16. Monitoring arrangements

This behaviour strategy will be reviewed by the Deputy Headteacher (pastoral), Headteacher and full Governing Board every year. At each review, the strategy will be approved by the Headteacher.

17. Links with other MAT and school policies

This behaviour strategy is linked to the following policies:

- Kingsmead safeguarding policy
- JTMAT Safeguarding policy
- JTMAT behaviour policy
- JTMAT drugs policy
- Kingsmead online safety policy
- Kingsmead uniform guidance