



# Behaviour Policy

North Kesteven Academy  
2025-2026

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## **Statement of intent**

North Kesteven Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The academy is committed to:

- creating a culture of excellent behaviour: for learning, for community, for life
- ensuring that all students are treated fairly and are shown respect
- promoting positive relationships with students and parents
- supporting students to take control over their behaviour and be responsible for the consequences of it
- building a community which values kindness, care, good humour, good temper, proper regard for authority and empathy for others
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting a culture of praise and encouragement in which all students can achieve.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The academy acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the academy will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following academy policies:

- Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-academy culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the academy's Complaints Procedures Policy.
- Ensuring this policy is published on the academy website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the academy.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the academy rules and any disciplinary sanctions for breaking the rules.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy.

The Assistant Headteachers will be responsible for:

- Collaborating with the Headteacher to determine the strategic development of the behaviour policy and provisions in the academy.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy.

The SENCO will be responsible for:

- Collaborating with the Headteacher, Deputy Headteacher and the Assistant Headteachers to determine the strategic development of the behaviour policy and provisions in the academy.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support students with SEND, in line with the academy's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.

- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant leaders (subject leader/Head of Department, SENDCo, Head of Year, Assistant Headteacher, Deputy Headteacher, Headteacher) up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning students who display poor levels of behaviour, in line with this policy.
- Developing supportive, respectful, and trustworthy relationships with each other

Students will be responsible for:

- Their own behaviour both inside the academy and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the academy rules and reinforcing this at home.
- Informing the academy of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the academy will define "**unacceptable behaviour**" as any behaviour which may disrupt the education of students, including, but not limited to, the following:

- Lateness
- Any disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework – or arriving at the academy without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

For the purposes of this policy, the academy will define "**serious unacceptable behaviour**" as any behaviour which may cause harm to oneself or others, damage the reputation of the academy within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from academy
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

## 4. Staff induction, development and support

All new staff will be inducted into the academy's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the academy. Staff will be provided with bespoke training, where necessary, on the needs of students at the academy to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

At the beginning of every academic year all staff will receive training on the behaviour policy and procedures. Staff who arrive mid year follow a structured induction programme, which includes a significant element on behaviour.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the academy.

## 5. Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

A record of all reported incidents will be kept via our Bromcom system to help identify students whose behaviour may indicate potential mental health or safeguarding problems. Heads of Year will discuss this regularly with the Assistant Headteachers. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of academy by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

### Detentions

North Kesteven Academy operates a detention system which are issued through the use of detention slips and recorded on Bromcom, these are used for less serious issues regarding conduct, such as but not limited to:

- Uniform issue (eg. Shirt untucked on the school site, lack of tie, jewellery)
- Swearing or foul language
- Not having basic equipment or books
- Lateness
- Unsafe behaviour such as running or not following safety instructions in lessons such as Science and P.E.
- Use of incorrect toilets
- Failure to follow the one-way system.
- Littering or kicking any existing litter.
- Any throwing of food or non-food items on the school site.
- Not completing homework

The academy will make it clear to parents and students that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of academy hours. The use of detention as a sanction will be applied fairly and consistently, and staff and students will be made aware of when it may be used.

All teachers at the academy will be permitted to impose detention on a student, unless the headteacher decides to withdraw this power from any teacher.

A longer detention will be issued for more serious conduct breaches through discussion with heads of year. Examples of poor behaviour which would result in longer detentions are students caught vaping or truanting.

Detentions are held daily and will last for 20, 40 or 60 minutes, dependent upon the sanction given.

The following indicate the times during which detention can be held outside of academy hours:

- Any academy day where the student is not authorised to be absent
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, the academy will be able to issue detention as a sanction without first notifying the parents of the student, including for same-day detentions. However, at North Kesteven Academy we have decided that we will contact parents in advance to notify them of the detention issued for the same day or the next day to allow time to make alternative travel arrangements if necessary. Parents/carers will be notified about the date, length and reason via text/the Bromcom App (MCAS).

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student. When determining whether it is reasonable to issue a detention outside of academy hours, staff will consider the following:

- Whether the detention is likely to put the student at increased risk.
- Whether the student has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the student; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a student's safety. An alternative and appropriate sanction will be issued instead.

### **Internal isolation**

North Kesteven Academy operates an internal isolation system where behaviours that are deemed too serious for an after-school detention, yet do not warrant an external suspension, students will be placed in internal isolation where the student will be isolated for either half a day or a full 5 periods, with work to be completed during this time.

### **Effective Classroom Management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.

- Have well-planned lessons with a range of activities to keep students stimulated.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the academy Student Code of Conduct, which requires students to:

- Conduct themselves around the academy premises in a safe, and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the academy environment.

## **The classroom environment**

The academy understands that a well-structured classroom environment is paramount to preventing poor behaviour.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as seating plans that take into account social and academic factors of each student.

## **Praise and rewards**

The academy will recognise that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.
- The praise is recorded on the Praise board in the classroom.

As with praise, the academy understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the academy recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Epraise points
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

**Managing Behaviour in departments / classrooms** (See also Appendix A for one page summary and the Ready, Respectful and Safe Expectations and visual representation)

Engagement with learning is always the primary aim. Teachers will praise the behaviour they want to see. Our policy is based on calm, consistent adult behaviour fostering positive relationships, praising in public, reprimanding in private and giving first attention to best conduct.

Staff will always deliver sanctions calmly and with care. They will deal with students consistently and fairly, making explicit reference to the three rules: Ready, Respectful, Safe and students will be given opportunities to make a choice to do the right thing.

*Strategies before removal:*

	Cues	Suggestions for each stage – not a list to be worked through
1	Light touch	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Non-verbal cue</li> <li>• Use of student's name</li> </ul>
2	Formal warning	<ul style="list-style-type: none"> <li>• Clear instruction to cease the behaviour 'Thank you for ..../stop ...'</li> <li>• State that you may have to move the student if it continues</li> <li>• Ask the student to step outside for a minute, then have a conversation</li> </ul>
		Take up time for student to re-set their behaviour and re-engage. Identify any barriers to this re-set by checking in with the student as appropriate.
3	Remove the student	Send the appropriate email and send the student to Triage with work to complete

**Removal**

If the first two steps are unsuccessful then the student will be asked to leave the room. This is known as a removal.

At North Kesteven Academy, a removal is defined as:

A student is required to work elsewhere for a period of time because they are not engaging with the learning expectations and / or they are disrupting the learning of others. They have been given clear warnings and time to re-engage by their teacher prior to the removal decision being made. At the end of the lesson, they will return to their classroom with their work and have a rebuilding conversation with the member of staff. The rebuild conversation will ensure that the

reasons for the removal are clear and expectations are set for next lesson so that it is a fresh start.

When a student is removed, they will:

- take enough accessible work with them for the remainder of the lesson
- be sent to Triage and their teacher will send the removal email from the desktop including the student's name to indicate that they have been sent.

The teacher will:

- Provide work for the student to complete in the removal room.
- Inform the Triage team by sending a removal email, by using the behaviour shortcut on the desktop. If the student has refused to take the work this should be included in the email. If this is the case, the student will not be sent back to the room to collect their work (so that they do not further disrupt the learning of others), rather they will be provided with an appropriate task by the triage team.

When the student arrives at Triage:

- they will be redirected to a removal room. The removal rooms are classes where the Head of Department or Faculty, a Head of Year, member of the Senior Leadership Team or other appropriate member of staff as per the removal timetable is teaching.
- Triage will send an email to the allocated removal room teacher. The expectation is that the student will arrive at their removal room within 5 minutes, they will work to the required standard of the removal room member of staff.
- At an appropriate time, the student will have a rebuild conversation with the subject teacher before the next lesson. Whenever possible and appropriate, this will be after the lesson or during the detention issued the following day. This can be supported by another member of staff upon request.

For repeat removals in the same subject:

1. On the first removal, Triage will log the removal on Bromcom and a phone call home will be made by the class teacher.
2. On the second removal, the teacher will involve their Head of Department. The Head of Department will make contact with home to discuss and arrange a meeting as appropriate to agree subject specific monitoring and ensure that the student has work to complete in this session.
3. If there is a further removal after the Head of Department's contact home and subject specific monitoring, a referral from the Head of Department to the Head of Year will be made. At six removals the student will be placed on an Attitude to Learning card.
4. Should the student receive three or more removals in a single day, the student would be suspended for persistent disruptive behaviour.

If a student is removed, they will receive a 60 minute after school detention.

If they are not successful in the removal room, they will be given an additional after-school detention of 60 minutes.

If they do not attend the 60 minute detention, this will be reissued as a “last chance” detention. Failure to attend this detention will result in a one day suspension.

Removals will be monitored by the Heads of department to analyse subject specific removals and follow the above protocols. Heads of Year will analyse room removals across all subjects and where there are multiple removals from different subjects, the Head of Year will contact home and consider further support and monitoring.

### **Truancy**

Students missing from lessons will be reported to reception and checks will be made about their whereabouts. Where it is found that the student is missing and not absent the following procedure will apply:

- Reception will alert staff on ‘walkabout’ to check/call key areas of the Academy to ascertain whereabouts.
- Should this be unsuccessful, then a safeguarding call will be made home to inform them that the student is truanting and cannot be found.
- A sanction will be sought for truancy. Persistent truancy will incur escalated sanctions.

### ***Reporting Incidents***

Where a student's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, in or out of lessons, the following procedures will be followed:

- The student is sent to Triage immediately and the senior leader on duty (walkabout) should be called on the radio and an investigation instigated.
- Any member of staff that witnesses the incident should complete and send an Incident Report Form (IRF), accessed via the behaviour shortcut on the desktop.
- The Head of Year investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the Head of Year deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the student's permanent record, on Bromcom.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the student will be removed from the lesson – the Head of Year will determine the period the student will be removed from the lesson in discussion with the class teacher and/or subject leader, as well as any detention time.
- The Head of Year or member of the inclusion team will inform the student's parents on the same day, where possible, following a decision to remove their child from the lesson, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the student should be internally isolated or externally suspended, in line with the academy's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a student has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour.
- Where a student is identified as having SEMH-related difficulties, SEND support will be put in place
- Where SEND is not identified, but the Assistant Headteacher determines that support is still required for the student, a Pastoral Support Plan will be created to outline the necessary provisions in place.

## **Suspension ladder**

<b>STAGE</b>	<b>SANCTION</b>	<b>ACTIONS</b>
<b>7</b>	5 days suspension – possible PX  <b>OR</b> 10-15 cumulative days	<ul style="list-style-type: none"> <li>• Comprehensive pack with clear timeline needs to be collated by HOY with AHT.</li> <li>• The decision to permanent exclude has to be ratified by the Governing Body at a Student Discipline Committee to which parents are invited.</li> <li>• This could be issued for a 'one-off incident' or for a 'last straw' incident.</li> <li>• This decision can only be taken by the Headteacher – no delegation of this.</li> </ul>
<b>6</b>	5 days suspension  <b>OR</b> 7-9 cumulative days	<ul style="list-style-type: none"> <li>• Reintegration meeting with the Headteacher, AHT and HOY, parent and student present.</li> <li>• Intervention in the Bridge planned for return.</li> <li>• Review of the PSP.</li> <li>• Review of additional needs. Consider inclusion on the SEN register, testing and Learner Profile created and distributed as appropriate.</li> <li>• Review of TAC (reoffer EHA if declined previously)</li> <li>• BOSS referral at 12 weeks of PSP or referral to NBS.</li> <li>• Daily monitoring with AHT.</li> <li>• AHT to make contact with PRT to discuss options for next steps</li> <li>• Parent to be made aware that a further suspension is likely to lead to permanent exclusion.</li> </ul>
<b>5</b>	4 days suspension  <b>OR</b> 4-6 cumulative days	<ul style="list-style-type: none"> <li>• Reintegration meeting with the AHT, HOY, parent and student present.</li> <li>• Intervention in the Bridge planned for return.</li> <li>• Review of the PSP.</li> <li>• Review of additional needs. Consider inclusion on the SEN register, testing and Learner Profile created and distributed as appropriate.</li> <li>• Review of TAC (reoffer EHA if declined previously)</li> <li>• BOSS referral at 12 weeks of PSP or referral to NBS.</li> <li>• AHT to make contact with PRT to discuss options for next steps</li> <li>• Review of timetable to support behaviours.</li> <li>• Daily monitoring with AHT.</li> </ul>
<b>4</b>	3 days suspension  <b>OR</b> 3 cumulative day	<ul style="list-style-type: none"> <li>• Reintegration meeting with the AHT, HOY, parent and student present.</li> <li>• Intervention in the Bridge planned for return.</li> <li>• Review of the PSP.</li> <li>• Review of additional needs. Consider inclusion on the SEN register, testing/screening and Learner Profile created and distributed as appropriate.</li> <li>• Review of TAC (reoffer EHA if declined previously)</li> <li>• BOSS referral at 12 weeks of PSP or referral to NBS.</li> <li>• Review of timetable to support behaviours</li> <li>• Daily monitoring card with Head of Year.</li> <li>• Weekly monitoring with AHT.</li> </ul>

3	2 days suspension	<ul style="list-style-type: none"> <li>• Reintegration meeting with the HOY, parent and student present.</li> <li>• Intervention in the Bridge planned for return.</li> <li>• Review of the PSP.</li> <li>• Daily monitoring card with Head of Year.</li> <li>• Review of additional needs. Consider inclusion on the SEN register, testing and Learner Profile created and distributed as appropriate</li> <li>• Review of TAC (reoffer EHA if declined previously)</li> <li>• Review of timetable to support behaviours</li> </ul>
2	0.5 - 1 day suspension	<ul style="list-style-type: none"> <li>• Reintegration meeting with the HOY, parent and student present.</li> <li>• Intervention in the Bridge planned for the week of return.</li> <li>• A PSP will usually have been started/Review PSP.</li> <li>• Review of additional needs. Consider inclusion on the SEN register, testing and Learner Profile created and distributed as appropriate</li> <li>• Daily monitoring card with Tutor/Assistant Head of Year.</li> <li>• Offer EHA</li> <li>• Review of timetable to support behaviours</li> </ul>
1	1 day internal isolation	<ul style="list-style-type: none"> <li>• Meeting with AHOY, parent and student present.</li> <li>• Intervention in the Bridge planned as appropriate.</li> <li>• Start NK Support Plan.</li> <li>• Daily monitoring card with Tutor/AHOY.</li> <li>• Review of academic and SEND data. Referrals as needed.</li> </ul>

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the academy's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the academy will ensure that:

- The decision to discipline a student is made by a paid member of academy staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a student is made on the academy premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The academy will ensure that all discipline is reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## 6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the academy's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

### Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term Attitude to Learning report cards
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

North Kesteven Academy has recently set up a small internal alternative provision which provides more extensive intervention and support for students who need this bespoke package.

### Behaviour curriculum (see Appendix B)

Positive behaviour will be taught to all students as part of the North Kesteven Academy behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the academy, e.g. lining up quietly before a lesson, Assembly routines and routines on how to enter and exit the Academy site.

Routines will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### Positive teacher-student relationships

Positive teacher-student relationships are key to combatting unacceptable behaviour. The academy will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

### **Preventative measures for students with SEND**

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the academy will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The academy will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the academy will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies (see appendix C for suggest behaviour management strategies)**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Phrasing requests with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

### **Physical intervention**

Members of staff will have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging academy property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the student will be immediately taken to Triage and the senior leader on duty (walkabout) will be called. An investigation will be initiated for serious unacceptable behaviour.

Any violent or threatening behaviour will not be tolerated by the academy and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes a suspension or exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **1. Sexual abuse and harassment**

The academy will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The academy's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The academy will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **2. Smoking and controlled substances**

In accordance with the Health Act 2006, the academy is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke on academy grounds. Students will not be permitted to bring smoking materials or nicotine products to the academy.

The academy will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the academy will deal with this as a serious unacceptable behaviour.

## **3. Prohibited items, searching students and confiscation**

Headteachers and staff authorised by them will have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the student themselves; or
- To damage the property of any person, including the student themselves.

The academy will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the academy's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## 4. Behaviour outside of academy premises

Students at the academy must agree to represent the academy in a positive manner. The guidance laid out in the Student Code of Conduct will apply both inside the academy and out in the wider community, particularly if the student is dressed in academy uniform.

Staff can discipline students for misbehaviour outside of the academy premises, including conduct online, when the student is:

- Wearing academy uniform.
- Travelling to or from the academy.
- Taking part in any academy-related activity.
- In any way identifiable as being a student at the academy.

Staff may also discipline students for misbehaviour outside the academy premises, including conduct online, that:

- Could negatively affect the reputation of the academy.
- Could pose a threat to another student, a member of staff at the academy, or a member of the public.
- Could have repercussions for the orderly running of the academy.

Any bullying witnessed outside of the academy premises and reported to the academy will be dealt with in accordance with the Anti-bullying Policy.

The academy will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the academy premises as would be imposed for the same behaviour conducted on academy premises. In all cases of unacceptable behaviour outside of the academy premises, staff will only impose sanctions once the student has returned to the academy premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the academy are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## 5. Data collection and behaviour evaluation

The academy will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of alternative provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform academy policies and practice.

## 6. Monitoring and review

This policy will be reviewed by the senior leadership team on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is July 2026.

## Appendix A

### Learning and Conduct Standards

The Academy rules for appropriate behaviour both in and out of classrooms are:

#### Ready, Respectful, Safe

Staff will describe the behaviours they wish to see in these terms and will challenge behaviours which fall below expectation. In a classroom situation, this may ultimately lead to a removal (see 2.4 for the NK definition of a removal). Outside of classrooms, behaviour which falls below expectation may lead to a ASCD.

Our learning and conduct expectations can be categorised as follows:

<b>Learning Standards</b>	
<b>Ready</b>	Students arrive on time.
	Students enter the learning environment respectfully, placing their equipment on their desks.
	Students sit where requested.
	Students ensure that mobile phones and earphones are never seen or heard*.
<b>Respectful</b>	Students engage and don't distract, striving to meet our NK Think values.
	Students actively listen, in silence, when others are speaking.
	Students speak appropriately to others.
	Students respond positively to feedback and intervention.
	Students learn from their mistakes to make improvements to their work and approach to learning.
<b>Conduct Standards</b>	
<b>Ready</b>	Students meet all uniform and equipment expectations.
<b>Respectful</b>	Students respect site rules: no chewing gum, litter, graffiti or vandalism.
	Students use appropriate language at all times.

	Students demonstrate consideration and respect for all members of the academy community and our visitors.
<b>Safe</b>	Students follow staff instructions first time.
	Students conduct themselves calmly and safely in classrooms, around the site and on their journeys to and from the academy.
	Students walk calmly around the site, walking on the left-hand side of corridors and staircases.
	Students enter the academy via their year group gate at the start of the day and all exit via the main gate at the end of the day.
	Students stay within their designated areas of the site at break and lunchtime.

*\* The only exception to this rule is that Sixth Form students are permitted to have their mobile phones and earphones out within the Sixth Form Common Room only.*

## Appendix B

# NK BEHAVIOUR CURRICULUM

### INTENT

#### What are we aiming to achieve?

Behaviour policy:

- a culture of excellent behaviour: for learning, for community, for life
- all students are treated fairly and are shown respect
- positive relationships with students and parents
- supporting students to take control over their behaviour and be responsible for the consequences of it
- build a community which values kindness, care, good humour, good temper, proper regard for authority and empathy for others
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting a culture of praise and encouragement in which all students can achieve.



### STUDENTS - CURRICULUM

#### How do we teach the students about expected behaviour?

##### September:

First 2 days have mornings with teaching focused on routines – specific elements that we want everyone to do (line ups, silence for register, walking around the academy etc)

##### Assemblies:

Regular reminders as needed

##### Personal Development Time

Re teaching as needed from QA analysis for whole year groups/specific tutor groups/ whole academy

New students – induction package which includes a focus on expectations and routines (timetabled)

##### Identified specific needs:

Individuals identified through QA and behaviour analysis are re taught in a timetabled lesson.



### PROFESSIONAL LEARNING

#### How are staff taught about the behaviour policy: its intent and implementation?

September training days – initial information/refresher for all staff

New staff – induction package which includes behaviour training

Regular reminders for all staff via staff briefing, staff bulletin and assemblies

ECT – structured programme led by Assistant Head

Identified specific needs: individualized reminders and/or NK Assist programme with focus on behaviour.



### QA

#### How do we ensure that what we expect is happening in classrooms and around the academy consistently?

Leaders at all levels involved in QA.

Heads of Year check expectations every morning and praise staff and students where expectations are met and challenge where this falls below expectations.

Subject leaders check regularly and praise staff and students where expectations are met and challenge where this falls below expectations.

Senior leaders use walkabout and duty time to check that expectations are being met, praise staff and students where expectations are met and challenge where this falls below expectations.



### FAMILIES

#### How do we communicate this effectively with parents?

Policy – on the website

September – letter home with information about the policy, the curriculum and any changes we have made from previous year.

Communicate issues in a timely manner to parents

### IMPACT

#### How do we know that our intentions and actions are having positive impact?

Analysis of behaviour and QA data

Surveys – parent, student, staff (Behaviour hub start and end points in the first instance)

## Appendix C

Suggested classroom behaviour management strategies including the removals process and behaviour logging.

### Suggested Strategies

#### In-class behaviour

Our policy is based on calm, consistent adult behaviour fostering positive relationships, praising in public, reprimanding in private and giving first attention to best conduct. All of our expectations are included in our three key words: ready, respectful, safe. If there is an issue, staff will make reference to these words so that students can understand what the issue is.

High expectations of student behaviour are the norm and every effort will be made by the class teacher to resolve behaviour issues in class.

Our removal process involves two stages of these cues from staff to students prior to the decision to remove. The combination of these cues is at the teacher's discretion but a student will have been given opportunities to re-engage before a removal decision is made.

	Cues	Suggestions for each stage – not a list to be worked through
1	Light touch	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Non-verbal cue</li> <li>• Use of student's name</li> </ul>
2	Formal warning	<ul style="list-style-type: none"> <li>• Clear instruction to cease the behaviour 'please stop ...'</li> <li>• State that you may have to move the student if it continues</li> <li>• Ask the student to step outside for a minute, then have a conversation</li> </ul>
		Take up time for student to re-set their behaviour and re-engage. Identify any barriers to this re-set by checking in with the student as appropriate.
3	Remove the student	Send the appropriate email and send the student to triage with work to complete

## Appendix D

# Academy Standards



Name:

Year group:

Uniform breach	<input type="checkbox"/>
Late	<input type="checkbox"/>
Running in corridors	<input type="checkbox"/>
Not using the one-way system	<input type="checkbox"/>
Over physical with peers	<input type="checkbox"/>
Foul language with peers	<input type="checkbox"/>
Lack of basic equipment	<input type="checkbox"/>
Incorrect year group toilets	<input type="checkbox"/>
Littering	<input type="checkbox"/>
Out of designated area	<input type="checkbox"/>
Other:	



You must attend a 20-minute after-school detention **tomorrow** in resources.  
Failure to attend will result in a 40-minute detention.

Staff initials:

Date: