Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Kibworth Mead Academy within The Mead Educational Trust. Adopted by the Safeguarding, Health & Safety Committee at Kibworth Mead Academy on behalf of the Academy Council.

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Author:	Assistant Principal, Behaviour
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1.0 Introduction

Kibworth Mead Academy is a place where all students receive the opportunities to be successful, confident and responsible young people equipped with academic qualifications as well as the personal and social skills to enable them to make a positive difference to their community and the wider world.

To achieve our goals, we have three core values:

1. **Work Hard** – We promote resilience, positivity and determination so our students learn that success needs hard work, effort and they develop the strength to persevere.
2. **Be Kind**– We aim to develop respectful, tolerant students who are kind to everyone.
3. **Be Proud** - We aim to develop a sense of pride in our students. A pride in their achievements, conduct and most importantly themselves.

Therefore, we expect all members of the KMA community to model appropriate behaviours both inside and outside of school, which are encapsulated in our 3 core values Work Hard, Be Proud, Be Kind. This is underpinned throughout our Academy in the Rewards System and the consequence system.

By attending KMA you are agreeing to uphold and abide by this Behaviour Policy. This policy sets out our expectations for all members of our community, students, and staff. It clarifies the actions that are in place for any deviation from the policy. Please note that KMA reserve the right, at any time, to respond to any incident, both inside and outside of school, in a manner that best serves the interests of our community. We expect outstanding behaviour from every student.

The policy aims to promote positive relationships and manners while systematically preventing poor behaviour and maintaining good order. It also outlines the consequences for deviating from the policy.

The school staff, students, and parents should all be clear on the high standards of behaviour expected of all students at all times.

KMA's approach to behaviour management includes promoting behaviours for learning, sharing information, using de-escalation techniques, and supporting staff through appropriate interventions. The policy is aligned with the Department for Education's guidance on behaviour and discipline which emphasizes the power of teachers and staff to discipline students for misbehaviour in and outside of school. The policy is intended to safeguard and promote the welfare of students while ensuring a consistent, fair, and transparent process for managing behaviour.

The academy and trust also has policies on rewards, suspensions and permanent exclusions, attendance, uniform, physical intervention, equality and diversity and search, screening and confiscation that should be read in conjunction with the Behaviour Policy.

This policy is underpinned by Department of Education guidance:-

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/ 1101597/Behaviour_in_schools_guidance_sept_22.pdf
- https://www.gov.uk/school-discipline-exclusions
- https://assets.publishing.service.gov.uk/media/6a63426d9a419980593b2b80/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-effective-from-26-July-2026.pdf

1.1 Supporting students

Children and young people may display various social and emotional difficulties that can indicate underlying mental health issues or disorders such as attention deficit disorder or attachment disorder. School staff will identify and support such students effectively and provide advice and guidance on working with other professionals where necessary. If a student has SEND, KMA will take steps to remove learning barriers and provide effective special education provision using a four-part cycle called the graduated approach.

1.2 Early identification and targeted intervention

The transition process from Key Stage 2 to 3 at Kibworth Mead involves effective information sharing and additional support for students who require a more intensive transition input. Behaviour data is regularly reviewed, and appropriate provision and support are provided to meet the needs of students, with some receiving a bespoke programme of targeted interventions. On-going support is given to some students to develop their ability to self-regulate their behaviour in the academy and learning context. A multi-agency approach is used in some cases, and regular reviews and evaluations ensure progress and sustainable changes in behaviour, with parental support being considered essential.

2.0 Rules, Behaviour and expectations

2.1 General Rules

All students are expected to follow a set of rules for acceptable behaviour, including:

1. Arrive each morning by 8.30am at the latest and to arrive to all lessons on time, before the late bell
2. Wear the correct uniform and follow the expected dress code.
3. Sit in the seats given to them in the seating plan or as directed by their teacher.
4. Greet their teacher politely, with a positive attitude, viewing each lesson as a fresh start.
5. Complete the ‘Do Now’ task in silence to consolidate learning and ensure a strong start to each lesson.
6. Have their pencil case and any other correct equipment out on the desk in classrooms ready to learn.
7. Wait behind the chairs at the end of the lesson, ready to be dismissed by the member of staff.
8. Follow instructions, first time, every time.
9. Adhere to the routines and expectations in all lesson, linked to our school values
10. Move sensibly and quietly around the building, ensuring swift movement to the next lesson, so arriving before the late bell.
11. Students are expected to behave in a respectful, polite and courteous manner at all times.
12. Respond to all reasonable requests from staff without argument.
13. Eat and drink at break and lunchtime only and only eat in permitted areas;

14. Do not use mobile devices or music devices and headphones during the school day.
15. When given books to take home, students are responsible for ensuring that they are returned to school on time and in good condition.
16. Students are expected to respect the KMA environment and not litter or cause damage to KMA sites.
17. To follow the expectations in our Kibworth Home School Charter, something which applies to students, staff and parents.

Students who follow these expectations and our school values, clearly outlined in our home school charter will be rewarded and for those that do not, we will support them through the use of behaviour system to meet these expectations.

2.2 Behaviour Responsibilities

The Principal and Senior Leadership Team are responsible for implementing and managing the behaviour policy, while all staff are responsible for ensuring its consistent and fair application. Parents and carers are expected to take responsibility for their child's behaviour inside and outside the Academy and work in partnership with the school to maintain high standards. Students are expected to take responsibility for their behaviour and report any instances of misbehaviour, while the procedures for acceptable behaviour will be developed in consultation with staff, students, and parents. Incidents of student misbehaviour will be logged and investigated, and the subject teacher will deal with incidents using the sanctions outlined in the policy, with involvement from the Head of Department or the Pastoral Team for more serious or repeated incidents.

Staff	Responsibilities
Form tutors	✦ Check uniform and equipment everyday ✦ Be the first point of contact for parents ✦ Make regular contact with parents ✦ Consistently apply and adhere to the academy behaviour policy and systems ✦ Monitor and address behaviour concerns as appropriate ✦ Promote positive behaviour through the rewards system ✦ Initiate and monitor reports and have necessary conversations
Teaching and non teaching Staff	✦ Be visible during changeover and promote positive corridor conduct ✦ Meet and greet students at the door ✦ Check uniform and equipment everyday ✦ Consistently apply and adhere to the academy behaviour policy and systems ✦ Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary ✦ Ensure seating plans promote positive behaviour ✦ Promote positive behaviour through the rewards system ✦ Regular contact (positive and negative) with parents to create a positive partnership with the Academy ✦ Carry out restorative conversations when necessary to improve relationships ✦ Complete relevant reports and have necessary conversations

HOY/HODS	✦ Be visible during changeover and promote positive corridor conduct. ✦ Meet and greet students in your subject area ✦ Support the subject area to deal with any behavioural issues in liaison with the Pastoral Team ✦ Monitor behaviour incidents that take place within the subject area and follow up as appropriate ✦ Organise and chair meetings with parents

2.3 Rewards

A key aspect of our behaviour policy is celebrating those students who follow our school values and uphold our home school charter.

Student will be rewarded at KMA is a range of ways, for details of this please see our separate reward policy

2.4 Behaviour for Learning (BFL)

KMA has high expectations for its students' behaviour and conduct, which are explicitly taught in tutor time, assemblies and revised in classrooms. The school celebrates students who make positive behaviour choices and takes action to remind them of the consequences of poor behaviour. KMA insists on looking out for each other and promotes a 1-2-3 values system of Work Hard, Be Kind, Be Proud. The school expects outstanding behaviour from every student to promote positive relationships that support teaching and learning, academic success, and personal, social, and moral development. Consequences are issued fairly and consistently to remind students of their poor choices and to avoid disruptions to learning.

Regular analysis of behaviour data allows for appropriate input from academy leaders and those responsible for behaviour management. If a student accrues a significant number of behaviour points, they may be prevented from participating in extra-curricular activities, end-of-year 11 prom, and trips. Additionally, if behaviour deteriorates after paying for an extra-curricular activity, end-of-year 11 prom, or trip, a student may be withdrawn due to bad behaviour, and any monies paid will be forfeited. KMA's teachers aim to help students grow into mature, responsible, and successful adults by being firm but fair in promoting positive behaviours.

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list: other matters that are deemed unlawful will also incur a sanction.

Lateness • Arriving late for the start of the KMA day, or late to lessons during the KMA day.	**Disruption** • Talking or chatting • Not listening • Refusing to work / produce inadequate work • Shouting out • Inappropriate language • Using a mobile device without permission • Chewing, eating or drinking, making noises, tapping, throwing things, wandering around the room. • Not following reasonable instructions from a member of staff • Truancy	**Lack of Equipment** Failing to have the basic equipment as follows: • A strong sensible bag • Pens, Pencils, ruler, eraser • Forgetting or failing to complete homework.
Non-compliance • Talking over a teacher • Answering back • Not following reasonable instructions • Being rude • Arguing with a teacher • Not wearing correct uniform • Walking out of lesson	**Damage to Property** • Deliberate misuse or damage to the property of another student or a member of staff • Deliberate damage to KMA buildings, fittings or equipment • Vandalism	**Uniform / Jewellery** • Failure to wear the correct uniform • Wearing jewellery other than that permitted as set out in the Student Uniform Expectations
Litter • Dropping litter within the building or anywhere on the KMA site.	**Swearing** • Using unacceptable language particularly when directed at another student or staff member.	**Bullying** • Cyber/online bullying • Physical bullying • Verbal bullying • Threatening behaviour • Racist bullying/intimidation • Homophobic/trans related bullying • Sexually motivated bullying
Racist or Prejudice incident • Using racially offensive language or gestures, towards a student or staff member	**Theft** • Taking an item without permission from the owner.	**Smoking** • Smoking or carrying smoke related materials on the school site or travelling to or from school or on a school visit, trip or activity.
Drinking • Drinking or in possession of alcohol on the school site or travelling to or from school or on a school visit, or trip or activity.	**Drugs** • Possessing, using, distributing, supplying or dealing in any illegal drugs on site, or travelling to or from school/ on a visit. • Any involvement in illegal drugs at any time.	**Offensive Weapons** • Carrying any offensive weapon on the school site or travelling to or from school or on a school visit, trip or activity.

<table>
<tr>
<td>Harassment and sexualised behaviours
Sharing inappropriate photos
Up-skirting
Initiation/hazing type violence rituals
Sexual harassment (verbal, physical, online)
Sexual comments (lewd comments, calling someone sexualised names)
Sexualised physical behaviour (eg deliberately brushing up against someone)
Sexualised violence</td>
<td>Verbal and physical Assaults
Using unacceptable language, or swearing particularly when directed at another student or staff member.
Inappropriate comments or behaviours towards other members of the school community
Any outburst of aggressive, violent, or threatening language or attack towards other members of the school community</td>
<td>Prejudicial behaviour
Using offensive language, actions or gestures towards a student or staff member, in relation to any Protected Characteristic including race, gender, religion, belief, disability, or sexual orientation.</td>
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<tr>
<td colspan="3">Behaviour outside of school
The unacceptable behaviour listed above, if it occurs outside of the school premises, could warrant a sanction if any of the following applies:
Pupils are taking part in any school-organized or school-related activity
Pupils are travelling to or from school
Pupils are wearing school uniform
When in some other way identifiable as a pupil at the school
That the behaviour could have repercussions for the orderly running of the school
That the behaviour poses a threat to another pupil
That the behaviour could adversely affect the reputation of the school</td>
</tr>
<tr>
<td colspan="3">Peer on Peer abuse
KMA has a ZERO TOLERANCE approach to this, or any form of bullying, intimidation, or harassment. This may take the form of child-on-child abuse, or online abuse.</td>
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3.0 Sanctions

Through quality first teaching, adapting to the identified needs of students and proactive steps by class teachers and members of the pastoral and senior leaderships teams, we aim to try and reduce the use of sanctions. Where these are used they will be proportionate, making reasonable adjustments based on needs and will be evidenced based.

Each day there will be a decisions meeting in school whereby members of the school's leadership team, Heads of Year, the SEND team and our pastoral team will consider the appropriate sanctions for students. This meeting will allow for the sharing of all knowledge and consistency in the application of this policy.

3.1 KMA Consequence System

Our consequence system and the application of this will be regularly revised with staff and students at Kibworth, so that all are aware. The issuing of consequences will be regularly analysed so that appropriate steps can be made to support both staff and students. The system has a graduated, stepped response which is:

- **C1** – This where a student is given a chance as they will be in breach of an aspect of our behaviour policy

- **C2** – This is where students are given a choice, as they have continued to be in breach of our behaviour policy

- **C3** – This is issued whereby a student has not taken the opportunity change their behaviours following the issuing of a C1 and C2 or whereby their behaviours are more serious breaches of our behaviour policy. When a student is issued with a C3, they will be required to sit a 1 hour detention after school the next day. If a student's behaviour is significantly disrupting learning, the teaching after issuing a C3 may request OnCall. If this happens a member of the senior leadership or pastoral team will come to the class and following discussion with the teacher will decide whether or not to remove the student to the behaviour support room for the rest of the lesson. If this happens the student will still have a 1-hour detention the next day.

- **C4** – These are issued by member of the school's senior leadership team or pastoral team, including Heads of Year. A C4 is given for either serious breach of the school behaviour policy, where following examination of the evidence, following an investigation it is decided at the daily decision meeting that a C4 is the most appropriate sanction. OR C4 can be issued for poor behaviour when sitting a C3 detention or poor behaviour in the BSR, if moved here by the OnCall member of staff.

  On occasions a C4 might well be issued for part of day, such a lunch time. This collective decision (made at the daily decision meeting), will be one based on evidence, considering a range of factors.

  Further details on C4 are given in section 3.4 below

- **C5** – These are issued by member of the school's senior leadership team or pastoral team, including Heads of Year. A C5 is given for either serious breaches of the school behaviour policy, where following examination of the evidence, following an investigation it is decided at

the daily decision meeting that a C5 is the most appropriate sanction. OR C5 can be issued for poor behaviour when sitting a C4.

Further details on C5 are given in (3.5) below.

3.2 Behaviour Reports

KMA in collaboration with parents, provides early intervention and support for students to improve their behaviour and, if necessary, trained staff will work with them and their parents on a case-by-case basis to resolve any issues.

Stages of report:

- **Level 1 - Subject Report**
  This will allow students to concentrate on their behaviour within this subject, students will be given extra support from the class teacher as well as the Curriculum Leader.

- **Level 2 - Form Tutor Report**
  This will give the student areas of focus around the school and within all lessons. The student will report back to the Form Tutor each morning during Tutor Time. The Form Tutor will make a phone call home to parents/ carers to involve them and ensure support is given at home and in school.

- **Level 3 - Behaviour Mentor Report**
  This will be issued if the student fails to show improvements at Level 2 and will involve a meeting with parents/ carers in school. As a result of this the student will also be placed on a Pastoral Support Plan (PSP).

- **Level 4 - Head of Year Report**
  This involves further sanctions in place and even more focused intervention to support the student to improve their behaviour. Further meetings will be held with parents/ carers.

- **Level 5 – Assistant Principal (Behaviour) Report**
  This will involve the student reporting back to the Assistant Principal (Behaviour) at multiple times during the school day to ensure every lesson has been successful.

- **Level 6 – Vice Principal Report**
  This may result in the student also being placed on a Managed Move, or in Alternative Provision to help further meet their needs.

3.3 Detentions

1. **What the Law Allows:**

Teachers have the power to issue detention to students (aged under 18).

The times outside normal academy/school hours when detention can be given include:

- any academy/school day where the student does not have permission to be absent; weekends - except the weekend preceding or following the half term break; and
- non-teaching days; usually referred to as 'training days', 'INSET days' or 'non- contact days'.
- Parental consent is not legally required for detentions.
  As with any disciplinary penalty a member of staff must act reasonably when imposing a detention.

2. Detentions outside school hours guidance notes

Staff should not issue a detention where they know that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- If a reasonable notice period of the detention has been provided.
- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities, which mean that the detention is unreasonable.
- Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances.
- Whether suitable and reasonable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements are inconvenient for the parent/carer.

With detentions at KMA:

- Students will be informed of any detentions they have that day during registration on the day of the detention and during period 5, and via Bromcom the previous day.
- Parent and carers will be notified via Bromcom the day before an after school detention
- Students are expected to attend detentions promptly at the time set.
- If you arrive at a detention late, a second detention will be issued.
- Poor behaviour in C3 detention will result in a one-day C4 in the Behaviour Support Room (BSR) the next school day.
- Failure to attend a C3 detention will result in a lunchtime C4 the next day at lunchtime in the BSR and a second detention being issued.
- Through advanced notice, we do not expect there to be any transportation issue with detentions. However, if a student has a transportation issue regarding a detention, they are to walk with period 5 teaching staff to the detention room and explain this to member of SLT present. This will be rearranged for the next day, which they must attend.
- Refusal to walk with period 5 teaching staff to the detention room will result in a C4 the next day for "defiance to staff."

3.4 The Behaviour Support Room (BSR)

Supervised internal removals can be used for students who have exhibited inappropriate behaviour deemed worthy of a lengthier sanction (C4).

The BSR will be used to help support students in understanding their behaviours so that they can be quickly reintegrated back into their lessons and make good progress.

The BSR will be staffed with behaviour mentors and teaching staff, to support students with their learning and support them to reflect upon their behaviours, and hopefully avoid a recurrence.

Work completed in the BSR will be very similar in nature to that happening in class, due to curriculum plans linked to the Oak Learning resources (with students using Chromebooks and headphones), so allowing them to transition back into lessons effectively.
Zero tolerance is applied in the BSR room. Behaviour is expected to be impeccable in C4, otherwise students may be expected to repeat this sanction, or the sanction may potentially be escalated to a C5.

C4 at KMA operates a strict warning system which is designed to uphold the very highest expectations for student behaviour and progress within the provision. Students failing to engage with work appropriately, or who do not behave to the very highest standard, are warned once as to their conduct. Should failure to complete work/behave appropriately, further sanctions would then potentially be applied involving, at the very least, a repeat of the C4 until the student conducts themselves in the exemplary manner expected at KMA.

C4 will run the same as normal school hours, with students being given a break and lunch under the supervision of the staff in the BSR.

3.5 Supervised Internal Removal (C5)

Supervised internal removal in the form of a C5 can be used for students who have exhibited inappropriate behaviour deemed worthy of a lengthier sanction. This is not a formal suspension.

Staff will ensure that students are kept in supervised internal removal no longer than is necessary and that their time spent in supervised internal removal is used constructively. During this time the student will continue with the curriculum, through work provided by the teachers, as well as undertaking silent reading.

As part of the process a restorative conversation will take place with the member of staff whom the incident occurred. This will allow for a fresh start following their time in internal suspension. Students will take a separate break and lunchtime from the rest of the school.

Zero tolerance is applied in the supervised internal removal. Behaviour is expected to be impeccable in C5, otherwise students may be expected to repeat this sanction, or the sanction may potentially be escalated to a formal fixed term suspension.

Supervised internal removal (C5) at KMA operates a strict warning system which is designed to uphold the very highest expectations for student behaviour and progress within the provision. Students failing to engage with work appropriately, or who do not behave to the very highest standard, are warned once as to their conduct. Should a student fail to complete work/behave appropriately, further sanctions would then potentially be applied involving, at the very least, a repeat of the C5 until the student conducted themselves in the exemplary manner expected at KMA.

The C5 provision serves as alternative to fixed term external suspension and as a base for intensive and targeted support. This can be offered to those who require more specialist input helping them to adopt a solution focus approach. Restorative work may also be undertaken in this setting. Students are required to attend school between 10.00am – 4.00pm and complete their timetabled work at this time, with adult support.

Off-site supervised internal removal (C5) may take place in another Academy within TMET to allow respite for the student and enable them to reflect on their behaviour. All TMET Academies ensure the health and safety of students and will meet all requirements in relation to safeguarding and student welfare when using this measure. If the Academy decides to take this approach, all parties will be informed to enable the provision to be a success.

Some students may access internal behaviour support and receive targeted bespoke interventions to make sustained and effective changes to their behaviours and may require a positive handling plan.

At all times staff will ensure that students are kept in supervised internal removal no longer than is necessary and that their time spent in supervised internal removal is used constructively, with curriculum continuity.

3.6 Fixed Term External Suspension

- Fixed period external suspensions are kept to a minimum and given in response to serious breaches of the academy's behaviour policy both inside and outside of school.

- Below are examples of unacceptable behaviour that could warrant a suspension. This is not an exhaustive list:
    - Persistent disruptive behaviour
    - Verbal abuse or threatening behaviour
    - Gross defiance
    - Bullying
    - Damage to property
    - Drug or alcohol related incidents
    - Physical assault
    - Use or threat of an offensive weapon
    - Racist or discriminatory abuse
    - Inappropriate use of technology

- If in the rare case a student is issued with 15 days fixed period suspension in any term they will be required to attend an Academy Councillor's disciplinary meeting with their parents or carers.

- It is the responsibility of parents to ensure that their child is not present in a public place in school hours during the first five days of any fixed period, or permanent suspension from school. Parents could receive a fixed penalty notice if their child is found in a public place without justification. It can be expected that the academy will provide appropriate work to be completed at home.

- For the first 5 days of a fixed term suspension work will be provided remotely to students by the normal class teachers, ensuring continuity of the curriculum provision. From the sixth day of any period of fixed period suspension it is the duty of the academy to provide a full-time education for the student. Alternative arrangements will normally be made for students, such as attending another school in the Trust or via the Leicestershire Behaviour Partnership.

- Only the Principal or members of the school leadership team whom the Principal delegates this responsibility too can issue a suspension. In cases of incidents where the senior member

of staff is either the victim and/or part of the investigation, in the best interests of the organisation, school and students, and to ensure integrity of the process, duty of care to staff, student, and/or Trust, advice will be sought from the Director of Secondary Education or CEO to eliminate any potential risk of subconscious bias.

- When the decision is made to suspend, more than 1 member of the senior leadership team will be involved in the decision-making process. The decision will be made based on balance of probability, considering the evidence available, pupil voice and reasonable adjustments. Once this decision has been made the will be communicated to parents in writing and where possible verbally either over the phone or face to face. The local authority will be informed and where relevant notification will happen to social workers and virtual school headteachers.

- A reintegration meeting will take place with parents and student, where practically possible, before a student returns from a period of fixed term suspension. This meeting makes clear the behaviour the student is expected to improve upon their return to school and what support will be put in place to help achieve this.

- Fixed term suspension data will be scrutinised by the senior leadership team at KMA, the trust executive team and termly by the academy council of KMA and trustees of TMET.

- The maximum number of days a pupil can be suspended for in a single school year is 45. If further disciplinary action is required after this point, the remaining recourse is a permanent exclusion

3.7 Safeguarding Separations

Separation for safeguarding purposes is a temporary measure where a pupil is forbidden from attending your school premises because of the risk that they could pose to other pupils or staff. In accordance with Keeping Children Safe in Education this would only be used in rare circumstances where:

- A serious safeguarding allegation has been made that requires pupils to be physically separated, such as child-on-child harm, and
- There is a risk to pupils or staff that can't practicably be dealt with in a way that lets 1 or more pupils remain on school premises

It will only be kept in place while allegations are actively being considered and investigated.

This is not:

- A disciplinary intervention, such as a suspension or exclusion. It doesn't count toward a pupil's 45-day annual suspension limit
- An intervention to improve a pupil's behaviour, such as an off-site direction

If this occurs :

a) Parent / carers will be notified :
    i The reason(s) for the separation
    ii How long you expect the separation to last
    iii What will happen during this period, including how their child will access their education
b) The trust executive team and local authority will be notified
c) Work will be provided by KMA
d) The separation will be kept a brief as possible. We will investigate the situation quickly and fairly, and determine if:
    - The pupil can safely return to school, with support in place

- Formal disciplinary action (such as a suspension or permanent exclusion) is required

3.8 Off-site Directions

To support pupils with their behaviour, we may can decide on rare occasions that your child will be educated somewhere else for a limited period. This would occur either if a range of interventions and support had been unsuccessful or following a serious breach of our behaviour policy

This is a decision that would be made by more than one member of school's leadership team, in consultation with parent/carers and the involvement of the academy council

If this occurred parents / carers would be notified no fewer than 2 schools days before the placement starts.

These are not managed moves, as these only take for a limited period of time and whilst parents / carers will be consulted before any off-site directive occurs, agreement between the school and parents / carers does not have to occur for this to come into effect.

3.9 Managed Moves

This is the term for a permanent move to another school. Typically, this would occur following an off-site directive.
This would only occur if in agreement with parents / carers that this would be in the best interests of the pupil.

3.10 Permanent Exclusion

KMA adheres to the Zero Permanent Suspension protocols agreed by all the secondary schools in the LA. However, it is recognised that there are occasions when it may be necessary to permanently exclude, if allowing the student to remain in school would seriously harm the education or welfare of others in the academy and where there is a serious breach or repeated breaches of the academy's behaviour policy. Permanent Suspension may be used as a sanction in certain exceptional circumstances both inside and outside of school.

Only the Principal can exclude a student. In cases of incidents where the Principal or other senior member of staff is either the victim and/or part of the investigation, in the best interests of the organisation, school and students, and to ensure integrity of the process, duty of care to staff, student, and/or Trust, advice will be sought from the Director of Secondary Education or CEO to eliminate any potential risk of subconscious bias. The decision to exclude will only be taken where basic facts have been clearly established on the balance of probabilities.

Permanent suspensions will only take place when all other options have been exhausted. These options shall include:

- In the case of a student with an Education, Health, Care Plan or Statement of SEN, an emergency annual review
- Input from the LA Behaviour Support Services/Trust Intervention Team
- Consideration given to an off-site arrangement
- If a child is LAC, support from Virtual School Team and Social Care.

There will, however, be exceptional circumstances where, in the Principal's judgment on balance of probabilities, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include, this is not an exhaustive list:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse, sexual harassment, use of indecent and highly inappropriate language, imagery or material (including electronic), sending nudes or semi-nudes and/or assault against another student or member of staff.
- Supplying an illegal drug & incidents relating to illegal drugs
- Possession of an offensive weapon or object, or improvised object, which could cause harm.

4.0 Mobile Phones

- This part of our behaviour policy aims to
    - Ensure our environment is mobile phone-free by default
    - Ensure the safe, responsible and lawful use of mobile phones, where applicable
    - Provide clear guidelines for the use of mobile phones for pupils
    - Support the school's other policies, especially those related to child protection and behaviour

- This policy also aims to address some of the challenges posed by mobile phones in school, such as:
    - Risks to child protection
    - Data protection issues
    - Risk of theft, loss or damage
    - Appropriate use of technology for learning purposes

- Due to the rural location of Kibworth Mead Academy and the complex differing transports routes pupils take too and from school, pupils may bring phones to school, however pupils must not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes, unless explicitly authorised by a member of staff (for example, for a specific medical reason).

- Mobile phones must therefore be turned off and in bags or lockers (if they have one).

- If a student uses their mobile phone during the school day the student will be sanctioned in accordance with our behaviour policy as outlined below:
    - Student uses their mobile phone during the school day = The phone is confiscated, parents are contacted and a C3 is issued
    - Student uses their mobile to record / take pictures during the school day = Action will take based in accordance with our behaviour policy based on the nature of this. However, at a minimum the phone will be confiscated and a C4 will be issued as this is more serious breach of our behaviour policy.
    - Student uses their mobile phone to record / take pictures / film in a lesson = Any photographing, filming or recording of any part of a lesson would constitute a serious breach of this policy and would result in a minimum of a C5 sanction, depending on the particular circumstances involved, and may even be subject to a more serious sanction.
    - Student uses their mobile phone for a second time = The phone is confiscated, parents contacted, with the phone only being returned when parents / carers come to collect the phone. C4 is issued.

- Student uses their mobile phone for a third time = The actions for a second time will be implemented alongside a C5 being issued. Going forward every day the student will be required to handover their mobile phone upon entry to the school site to pastoral staff and will only have this returned at the of the school day. The duration of this will be determined by Assistant Principal for behaviour.

- Staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation and our searching, screening and confiscation policy. The DfE guidance allows appropriate staff to search a student's phone if there reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury. Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate in order to fulfil safeguarding duties. Such conduct includes, but is not limited to:

  - Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)
  - Upskirting
  - Bullying or cyberbullying
  - Threats of violence or assault
  - Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

5.0 Staff Training

- KMA provides relevant training on behaviour management strategies to all staff members, through induction training and regular sessions throughout the academic year.
- Staff receive training on de-escalation skills, rewards and consequences, and positive handling, which is rarely used.
- Positive classroom management training includes informed seating plans, grouping, differentiated learning, faculty and pastoral team discussions, and SEND department involvement.
- In weekly staff briefings, whole staff professional learning sessions and through our internal information sharing mechanisms staff are informed of guidance and updated advice for managing individual students' behaviours.
- This training is led by pastoral and senior leaders from within KMA, TMET trust wide lead staff and external organisations to ensure we have access to the best possible training in relation to behaviour management.