

# Behaviour Policy

Guidance on  
Rewards and Consequences

King's College London  
Mathematics School

## Monitoring and review

	Name	Date	Role
Reviewed	Nora Kettleborough	23/06/21	Assistant Head PDBW
Ratified	Education Committee	14/9/21	Governors
Next review	Education Committee	Autumn 1 2022	Governors

## Introduction

All members of King's College London Mathematics School (hereafter, KCLMS) community (students, staff, parents / carers, governors) should be encouraged to make positive choices that benefit themselves and the wider KCLMS community. At KCLMS we believe that considering and understanding the consequences of our choices is key to improving our ability to make them. Self-control is preferable to imposed control and we wish to support our students to grow in maturity and for them to demonstrate self-awareness, self-direction, and self-control. Our Behaviour Policy is based on principles that are set out in the [KCLMS Behavioural Principles](#), that begin with the firm belief that students are responsible and intelligent individuals who are capable of self-direction and self-control given the right environment.

In order to enable effective learning and teaching to take place, students are expected to adhere to the highest standards of behaviour in all aspects of KCLMS life. It will be our policy that unacceptable behaviour will always be confronted and that everyone at KCLMS will feel empowered to challenge those who choose to behave in an anti-social manner or one that has or is likely to have an adverse impact on anyone's learning or well-being. We expect all members of KCLMS to behave courteously and respectfully towards one another in person, on paper, and when communicating electronically. We expect all students and staff to care actively for other members of the KCLMS community and to contribute to their well-being and success.

## Legal Framework

This policy has been written taking into account the DfE guidance *Behaviour and Discipline in Schools* (January 2016) and in accordance with Section 89 of the Education and Inspection Act 2006.

This policy has been written with reference to the following guidance and documents:

- [KCLMS Exclusion Policy and procedures](#)
- [KCLMS Safeguarding Policy](#)

- [KCLMS Home School agreement](#)
- [KCLMS Substance Abuse policy](#)
- [KCLMS's Anti-Bullying policy](#)
- [KCLMS Equality Statement and Objectives](#)
- [KCLMS Learning Teaching and Assessment policy](#)
- [KCLMS Attendance and Punctuality policy](#)
- [KCLMS ICT Acceptable Use \(Student\) policy](#)
- ['The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- Statutory guidance '[Exclusion from maintained schools, Academies and pupil referral units in England](#)' (DfE, 2012, updated 2021).

KCLMS recognises the strong relationship between effective learning and teaching, attendance and positive behaviour, and all members of KCLMS are expected to meet our requirements for each.

## **Aims of the policy**

The policy seeks to help KCLMS remain a disciplined and supportive community in which all members, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe and encouraged. The Behaviour Policy also acknowledges KCLMS's legal duties under the Equality Act 2010.

The objectives of this policy are:

- to ensure that all members of the KCLMS community - students, staff, parents / carers and Governors - understand their role in contributing to the creation of a safe, stimulating, encouraging and rewarding atmosphere;
- to make clear the standards of behaviour and commitment that KCLMS expects from students;
- to set out the means by which KCLMS will acknowledge, praise and reward students when they reach these standards;
- to give a clear, easily understood framework in which students who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with a proportionate consequence as appropriate.
- to promote and develop responsibility, self-esteem and self-discipline in students and to enable positive relationships, based on mutual respect, support and safety, amongst students.
- to help develop proactive young citizens who give a positive impression of KCLMS to the wider community and who have an understanding and respect for the rules needed to live in a vibrant, tolerant and well-ordered society.

## Scope of the policy

Students' behaviour should aim to reflect favourably on themselves and KCLMS. Any act by a student within or outside of school which threatens, or could potentially threaten, the physical and/or mental wellbeing of any member of the KCLMS community (including inappropriate or malicious use of digital technologies), or which is damaging or potentially damaging to the good reputation of the school, may require a response from KCLMS.

## Responsibilities for the promotion and the reward of good behaviour

**Students are expected to** support and uphold the Home-KCLMS agreement, the agreed Code of Conduct, and this Behaviour Policy.

**Parents / carers are expected to** support and uphold the Home-KCLMS agreement, the agreed Code of Conduct and this Behaviour Policy, by reinforcing KCLMS expectations.

**Staff are expected to** abide by the terms and conditions set out in their letters of appointment and their contracts, supporting and upholding the Home-KCLMS agreement, the agreed Code of Conduct, and this Behaviour Policy. Staff should at all times exemplify KCLMS core values, making use of the classroom management checklist (see Appendix).

The promotion and reward of good behaviour together with the leadership and management of the system of rewards and consequences is the responsibility of the Assistant Head (Personal Development, Behaviour and Welfare, hereafter PDBW).

## Rewards and Incentives

At KCLMS positive behaviour is reinforced and encouraged by a formal reward structure outlined below. Students are motivated by praise, reward and celebration of improvement and achievement.

Student investment in and involvement with activities and opportunities available at KCLMS will be encouraged and supported where possible too.

## Rewards

<b>Daily</b>	Individual Kudos Points (=1 kudos)	These will be given for particularly good work, effort, maintaining a high standard of work, or for making a minor contribution to the school community.
<b>Weekly</b>	Subject and Values Award (= 3 kudos)	This award is made by tutors each week (announced during assembly) and is given to a student who has made a useful or particularly insightful contribution in class or has shown a clear demonstration of one of the school values.

<b>Termly</b>	Attendance Award (= 5 kudos)	Each term, students with 100% attendance receive recognition within assembly and are rewarded with a certificate
	Punctuality Award (=5 kudos)	Each term, students with outstanding punctuality receive recognition within assembly and are rewarded with a certificate
	Commendations (=10 kudos)	These are awarded for outstanding work in any area, for particular contributions to the school community or for significant or sustained effort. Commendations will be announced in assembly and students given a certificate.
	Rulers of Kudos	Each term, the students with the most kudos will be announced as a 'Ruler of Kudos' and win a prize.
	Kingdom of Kudos	All kudos earned by a student will be added to the total score for their house and a house prize awarded to the 'Kingdom of Kudos', the house which has earned the most kudos.
<b>Annually</b>	Epistemic award	Epistemic, derived from the Greek word for knowledge, means relating to knowledge or to the degree of its validation. This is an award for attainment. The winners must have demonstrated excellent subject knowledge through outstanding levels of attainment throughout the year and in particular in their end of year exams.
	Philomathean award	A philomath is a lover of learning. The word derives from the Greek words <i>philos</i> , meaning beloved or loving, and <i>manthanein</i> , meaning to learn. This is an award for learning. The winners must have consistently demonstrated their enthusiasm for learning through their participation in lessons, their commitment outside of lessons, and the progress they have demonstrated over the year.

## House System

KCLMS operates a house system with each house consisting of two tutor groups comprising a mixture of Year 12 and Year 13 students. Houses compete for the title of 'Kingdom of Kudos' each term which is awarded to the house with the most number of kudos points.

The houses are named after well-known individuals from the mathematical sciences, chosen to represent and reflect the diversity of the KCLMS community: Langlands, Mirzakhani, Noether and Ramanujan

Over the year, house events and inter-house competitions will take place. Houses are encouraged to organise competitive events via the Student Council.

## Consequences

KCLMS prefers to encourage success and well-being through rewards and privileges. However, any student choosing not to meet KCLMS's expectations of Conduct, Behaviour, Dress, or Attendance and Punctuality will be choosing a corresponding consequence. There will be a graduating scale of consequences applied with the professional judgment of staff and in line with these guidelines.

Confronting all incidents and acting consistently when applying consequences ensures the deterrent effect of our Behaviour Policy. We recognise that it is not the person but the action which has led to the consequence. It is not possible to link a specific consequence to a particular offence in all cases. The specific circumstances of each offence must be taken into account when deciding upon consequences.

Parents / carers may be informed by letter, email or telephone of their child's behaviour. In any serious or persistent cases of misbehaviour students may be sent home and parents / carers invited into school to discuss the situation. Parents / carers play a vital role in endorsing the Behaviour Policy and KCLMS pledge to keep parents / carers informed should their child be giving cause for concern.

### Referral system

In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it, and the staff concerned have a responsibility to do this. Poor behaviour should always be challenged. Some student behaviour will also be addressed by Tutors, the Lead Teacher (year group) and/or the Senior Leadership Team as a means of supporting the teacher initially involved and ensuring that key pastoral staff are fully aware of student behaviour.

### Levels of Consequence

With regard to Consequences, the following escalating approach should usually be taken by staff. All Consequences will be recorded on the school MIS and are reviewed weekly by the Lead Teacher (year group) and the Assistant Head PDBW.

Level 1 Academic Concerns include:	Level 1 Behavioural Concerns include:	Level 1 Punctuality Concerns include:
Non-completion of work by a set deadline.	Forgotten or incorrect equipment including laptop or folder; not wearing KCLMS lanyard; use of mobile/computer without permission; repeated chatting in class; chewing gum in class; littering; minor disruption; mildly answering back to staff; overly boisterous behaviour; wearing headphones without permission in class; minor infringement of the ICT Acceptable Use policy.	Arriving to school late, but before 10.20am (the first late in any week is not recorded as a concern)  Inexcusably arriving late to a lesson.

<b>Level 1 Academic Consequences</b>	<b>Level 1 Behavioural Consequences (applied according to concern)</b>	<b>Level 1 Punctuality Consequences</b>
Appointment with the class teacher to submit or complete the work at 4.45pm on the same day.	Appointment with the class teacher at 4.45pm on the same day.  Borrowed lanyard to be returned at 4.45pm to the Student Receptionist.  Confiscation of mobile or laptop until 4.45pm.	Lateness to school: Early Morning Check-in by 9am  Lateness to lesson: appointment with the class teacher at 4.45pm on the same day.

### Level 1 Consequences

A level 1 consequence will be recorded on iSAMS for level 1 academic, behaviour and punctuality concerns. In those cases that the consequence includes an appointment with a member of staff, the student will be expected to attend the appointment at 4.30pm on the same day as the misdemeanour.

Three Level 1 Consequences in any category issued in a single week will result in escalation to a Level 2 Consequence issued by the tutor.

<b>Level 2 Concerns include:</b>
Failing to attend a Level 1 Consequence / compulsory supervised study / compulsory Recap/Renew session; three Level 1 Consequences in a single week; late to school after 10.20am; students displaying a pattern of lateness; infringement of the ICT Acceptable Use policy; disruption to learning; challenging authority of staff; smoking cigarettes or e-cigarettes (students may not smoke within 200m of KCLMS, during any offsite educational visit, or whilst identifiable by dress or ID card as a KCLMS student); using offensive language; minor physical assault; truancy; leaving the school site without permission; poor behaviour on the way to or from KCLMS.
<b>Level 2 Consequences</b>
Lead Teacher Detention (Wednesday 8.30-9.10am); Gating and other restrictions of privileges; SLT Detention (Friday 4.30-5.45pm).

### Level 2 Consequences

#### Detention

Students may be entered into a Lead Teacher Detention at the discretion of teaching staff as outlined in this policy for any misdemeanour relating to behaviour, attendance or academic expectations.

A Lead Teacher Detention will be issued by a student's tutor on a Monday if over the previous week that student has gained three or more Level 1 Consequences. Students will be informed at House Time on the Monday or Tuesday by their tutor, or by email if they are not in school. Parents and carers will be informed by the Lead Teacher (year group) in advance of the Detention taking place on Wednesday morning.

A Lead Teacher Detention may also be issued by any member of staff for a more significant breach of behavioural expectations (see the previous summary table of consequences for examples).

Lead Teacher Detentions take place on a Wednesday morning before school from 8.30am to 9.10am and the list of students is managed and supervised by the Lead Teacher (year group). Students in detention are usually required to complete an assigned piece of work from a work-pack provided by the Lead Teacher (year group) in silence.

For students accruing multiple detentions or failing to attend a Lead Teacher Detention, an SLT detention will be issued. SLT Detentions take place on Friday afternoon from 4.30pm to 5.45pm and the list of students is managed and supervised by the Assistant Head PDBW. Parents and carers will be informed by telephone in advance of the Detention taking place wherever possible, and by email otherwise.

## **Gating**

Gating is a Consequence that will be applied when a student has left school without permission. It may also be applied as part of any consequence for a Level 2 behavioural concern. Gating is a Consequence applied by the Lead Teacher (year group) in consultation with the Assistant Head (PDBW).

A student who is Gated has the following privileges removed throughout their period of Gating:

- Gating is normally applied for a period of 5 consecutive school days, but may be shortened or extended at the Assistant Head's discretion.
- The ability to leave the KCLMS site during the school day except when involved in a teacher led activity such as sport or an educational visit or to participate in KCLMS events except with the permission of the Assistant Head PDBW
- A student who is Gated is expected to register every day as usual, attend Detention in the week of their Gating, write a formal letter to the Assistant Head (PDBW) explaining the circumstances of their Gating and the steps they will take to ensure the circumstances are not repeated.

## **Parent/Carer involvement**

Parents/carers will be informed of all Level 2 Consequences. Depending on the seriousness of the concern, and in particular in situations where there are repeated concerns, parents/carers will be asked to come in to school for a meeting with the child, tutor and Lead Teacher (year group) to discuss those concerns at a **Progress Meeting**.



In particular, if a student accrues three School Detentions in any given term (Lead Teacher or SLT), or six within a school year, a Progress Meeting will be organised at KCLMS, to be attended by the student, their parents/carers, the relevant Tutor and Lead Teacher (year group). At this meeting agreement will be reached over how to ensure all parties can support the student in meeting KCLMS expectations as set out in KCLMS policy documents and as agreed to by the student and their parents/carers when they signed the KCLMS Home-School Agreement. Typically a Progress Meeting will result in agreed action points and a defined date of review.

Progress Meetings can be organised and arranged by the Assistant Head (PDBW) in any circumstances where diagnostic discussion of a student's situation involving their family is felt to be advisable.

<b>Level 3 Concerns include:</b>
Repeated Level 2 concerns, use of obscene/offensive language towards a member of staff; assault or threatened assault on a member of staff; assault or threatened assault on another student; fights between students; persistent bullying, sexual, racial or other harassment; theft of personal or school property; vandalism; possession of a weapon or otherwise threatening the safety of others; drinking alcohol; any well-founded suspicion of illegal drug consumption, possession, supply or abuse; alcohol consumption, possession or supply during school hours; cyber-bullying or any malicious or inappropriate use of digital technology (see the KCLMS ICT Acceptable Use Policy for further information).
<b>Level 3 Consequences</b>
Temporary Internal Exclusion (see below)

### **Level 3 Consequences**

The Assistant Head (Personal Development, Behaviour and Welfare) will, in all instances of level 3 concerns or of other significant breaches of KCLMS's expectations of conduct and behaviour, make an initial determination of the appropriate sanction, and will involve the Head Teacher where appropriate.

### **Temporary Internal Exclusion**

Only the Assistant Head (Personal Development, Behaviour and Welfare) and the Head Teacher, have the authority to internally exclude a student at KCLMS.

In the event that the Internal Exclusion of a student is deemed appropriate, the parents/carers of the excluded student can expect the following:

- Communication with the Assistant Head (PDBW) providing details of the breach of KCLMS's expectations of conduct and behaviour, or the particular incident, and the basis for the decision to internally exclude.
- A formal letter from the Assistant Head (PDBW) to confirm the internal exclusion following the above communication, clearly stating: the reasons for the internal

exclusion, the length of the exclusion and any further actions that are to be taken following the exclusion.

An internal exclusion may be applied in conjunction with a range of other sanctions, including restorative justice.

<b>Level 4 Concerns include:</b>
Repeated Level 3 concerns, serious assault against another student or a member of staff; sexual abuse or assault; possession or consumption of an illegal drug during the school day; supplying an illegal drug; carrying a weapon; arson.
<b>Level 4 Consequences</b>
Temporary External Exclusion or Permanent Exclusion (see below)

### **Level 4 Consequences**

Please refer to the KCLMS Exclusions Policy and Procedures for further information.

## **Consequences related to specific areas of expectation at KCLMS**

### **Bullying & Cyber-Bullying**

Bullying is unacceptable and will not be tolerated at KCLMS. Any member of the community, student, staff or volunteer has the right to work and learn without the fear of being bullied. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and either directly or through cyber technology (see the KCLMS ICT Acceptable Use Policy for further information).

Common features of bullying can include:

- Name calling
- Mocking
- Cyber bullying including but not restricted to inappropriate text messaging, emailing and use of social media (eg, Facebook, Snapchat, Twitter and Instagram)
- Spreading rumours or hurtful untruths
- Making offensive or humiliating comments
- Physical threats or deliberate invasion of personal space

Those who engage in bullying, including cyber bullying, and fail to show through their actions that they have learnt bullying is unacceptable risk forfeiting their right to be at KCLMS and can face permanent exclusion. Where a criminal offence may have taken place, especially in reference to cyber bullying, a referral to the police may also be made by the Assistant Head Teacher PDBW or Head Teacher.

For further information on KCLMS's response to bullying of any kind, please see the KCLMS Anti-Bullying Policy.

### Attendance and Punctuality

Students are expected to register with their Tutor between 9:15am and 9:20am. All students are also expected to arrive at lessons, tutorials and other KCLMS commitments on time.

Attendance and punctuality across the year groups and the school will be monitored regularly by Lead Teachers (year group) and the Assistant Head (PDBW) respectively, who may issue further Consequences and support mechanisms. Further information is contained within the KCLMS Attendance and Punctuality Policy.

The different categories for support for students with attendance concerns are listed below:

Attendance to sessions	GAR	Equates to	Consequence
96 – 100%	Green	A good level of attendance	Rewarded termly in assemblies.
90 – 96%	Amber	90% = nearly 4 weeks of school	Fortnightly monitoring and discussion with tutor At 93% letter triggered to parent and carer, alerting them to attendance and punctuality concerns.
85 – 90%	Red	85% = nearly 6 weeks of school	Lead Teacher (year group) to put in place attendance support plan. Tutor to review progress against plan on a weekly basis. LT (year group) and tutor to meet with parent and carer. LT (year group) to review progress against system at least twice in a half term.
Below 85%	Serious cause for concern	More than likely have missed one half term or more of learning.	Serious cause for concern meeting held with LT (year group) and tutor, and AH (PDBW) where appropriate. LT (year group) to put in place attendance support plan. LT (year group) to review progress against plan on a weekly basis. LT (year group) meets student on a weekly basis to review progress against targets.

### Dress and Appearance

There is no uniform at KCLMS and students may dress casually but are expected to dress suitably for a learning environment. In particular, students should be dressed to study and to work comfortably, and should ensure they are sufficiently covered for a learning environment. Hats, hoods and headphones should be removed before entering lessons and

assembly times. Coats should be taken off in lessons, though teachers may grant exceptions in cold weather, particularly if relating to public health ventilation precautions.

After a warning, a student who continues not to meet these guidelines will meet with the Assistant Head PDBW.

## **Intervention (including searching, confiscating and physical intervention)**

As a response to a breach of behaviour policy or at a time when the health and safety of members of the KCLMS community is reasonably felt to be under threat, it may be necessary for a member of staff to intervene in a situation in one of the following ways – searching a student, confiscating an item or items from a student, or exercising restraint or reasonable force with a student. It is important to establish clearly how and when this may happen.

### **Searching students**

Legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, and guidance issued by the Department for Education (August 2011) makes it lawful for the Head (or staff designated by the Head) to search students for any item with their consent. There is also a statutory power to search students or their possessions without consent where there are reasonable grounds to believe that the student has certain prohibited items for anything which is considered to be harmful or is listed as a banned item in the Code of Conduct. Reasonable grounds may include overhearing students talking about an item or a student behaving in an unusual or suspicious manner. Prohibited items include knives, weapons, alcohol, drugs and stolen items. KCLMS staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to school discipline. The law also allows KCLMS to require students to undergo electronic screening, although KCLMS currently has no plans to introduce this facility.

The following procedures in regards to searching of a student should be applied:

- The power to search students without consent, with the authorisation of the Head, should be carried out by a staff member who is the same gender as the child.
- There must always be a witness (also a member of staff) to the search and, if at all possible, they should also be of the same gender as the student.
- The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags and lockers.
- If a student refuses to co-operate then, under the terms of the Behaviour Policy they will be treated in the same fashion as a student who refuses to comply with instructions from staff and they will be temporarily excluded from lessons until an appropriate investigation by the Assistant Head (PDBW) can take place.

If it is felt necessary for a student to be subject to an intimate search for example illegal drugs or stolen property, or if staff feel that they will encounter any resistance from the student, then KCLMS will ensure such searches are carried out according to protocols agreed by the police.

The following actions should be completed when items are found as a result of a search:

- alcohol may be retained and disposed of appropriately;
- controlled substances (or suspected controlled substances) will be delivered to the police;
- KCLMS will judge if stolen items also need to be reported to the police;
- when appropriate, stolen goods will be returned to their rightful owner.

KCLMS is not required by law to inform parents / carers before a search takes place or to seek their consent to search their child. However, KCLMS will seek to inform parents / carers of any serious disciplinary incident that may involve a search of their child as soon as is practicable.

### **Confiscation**

The Education and Inspections Act 2006 and Guidance for Schools on *Screening, Searching and Confiscation* (DfE, Aug 2011) make it clear that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of KCLMS staff may confiscate, retain or dispose of a student's property in order to enforce KCLMS's Agreed Code of Conduct and to maintain an environment conducive to learning, where the rights of all students to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others: for example, a laser pen being used to distract and possibly harm other students or staff;
- an item that poses a threat to good order for learning: for example, a student using a personal music-player or mobile phone in class;
- an item that is against school uniform rules: for example, if a student refuses to take off an unauthorised item of clothing (such as a baseball cap) on entering a classroom;
- an item that poses a health or safety threat: for example, any item which may be used as a weapon;
- an item which is counter to the ethos of the school, for example material which might cause tension between one community and another or is illegal for a student to have (for example, racist or pornographic material, alcohol, illegal substances);

In general, items should be confiscated for the duration of a lesson and then passed to Tutors to be returned to the students via the Tutor at the completion of the same school day or the soonest convenient point thereafter for the Tutor. The basis for confiscations of a longer duration should be in line with the KCLMS Behaviour Policy, and discussed and

approved by the Assistant Head (PDBW). Where any item is thought to be a weapon, a controlled substance or stolen goods, the police will be informed and it may be passed to them. Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned.

Particular care should be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious significance to the student. When confiscating items, staff should avoid physical contact or interference with students' clothing of a kind that might give rise to abuse allegations. Confiscation of any item that would leave the student only partly dressed must be avoided.

### **Restraint and use of Reasonable Force**

The Education and Inspections Act 2006, section 93, and guidance from the Department of Education (August 2011) enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any person (including the student themselves);
- prejudicing the maintenance of good order and discipline at KCLMS or among the students receiving education at KCLMS, during lessons or at any other time during the school day.

All members of the teaching and support staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Head to take charge of students, such as unpaid volunteers or parents / carers accompanying students on KCLMS activities. Force will never be used as a punishment for a child – this is unlawful and unacceptable. KCLMS also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled children.

Detailed written records of serious incidents, including those requiring physical intervention by staff, must be reported to the AH (PDBW) who will maintain a record. Parents / carers will also be informed as soon as possible. All injuries will be recorded according to KCLMS's Health and Safety policy.

We believe the projected risk of such situations occurring at KCLMS is low. The provision of specific additional training for staff in the use of force or restraint will be considered if this projection is inaccurate or if a specific risk assessment for a particular student requires it. Nevertheless, KCLMS seeks to minimise the circumstances whereby such intervention would be necessary by:

- creating a positive, disciplined and orderly atmosphere in KCLMS and providing students with a clear framework for good conduct;

- providing guidance and encouragement for students, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation.
- fostering positive working relationships between staff and students, creating an atmosphere of mutual respect and trust that is conducive to good order;
- appointing designated pastoral staff within and beyond the House and Tutorial system that students can approach in difficult circumstances and who can help resolve and de-fuse situations;
- planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

All staff members are issued with a Critical Incident Protocol, with procedures to be followed in the event of an emergency and contact telephone numbers for the Head and Assistant Head (PDBW) who will be able to provide advice and support. In circumstances where the member of staff believes that he or she may be at the risk of injury, staff should not intervene without additional support or should immediately telephone the emergency services.

Staff should decide their actions based upon: the potential for injury, damage or serious disorder should they decide not to intervene; the chances of achieving the desired results by other means; and the relative risks of physical intervention compared to other means.

Before using force, staff should (wherever practicable) tell the student(s) to stop misbehaving and communicate in a calm and measured manner that the use of force may be necessary. Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary. Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration, or as sexually inappropriate.

Circumstances that could justify intervention include:

- immediate risk of death or injury, such as a student running into a busy road or preventing a student threatening another with a dangerous object;
- a student attacks a member of staff, or another student;
- students are fighting, causing risk of injury to themselves and others;
- a student is committing, or is on the verge of committing, deliberate damage to property;
- a student is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of an object or materials;
- a student absconds from a lesson or school (this, in itself, is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff / students or the good order and discipline of other classes;

Types of physical intervention that a member of staff could consider:

- passive physical contact, e.g. standing between students and/or blocking a student's path;

- active physical contact, e.g. leading a student by the arm, ushering a student away with a hand on their back or shoulder or, in extreme circumstances, using appropriate restrictive holds.

Following the incident, KCLMS will:

- investigate thoroughly and make a record of the incident, in accordance with the requirements of KCLMS's Health & Safety policy and the Safeguarding and Welfare policy;
- make the physical well-being of students and staff involved a priority, with appropriate medical care;
- seek to provide emotional and psychological support to all concerned where necessary;
- apply appropriate sanctions where necessary, according to the School's Behaviour Policy.

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the Complaints Procedure. Where a member of staff has acted within the law in using force, the Department of Education guidance (August 2011) states that the onus is on the person making the complaint to prove that his / her allegations of excessive force are true – it is not for the member of staff to show that he / she has acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by KCLMS. Careful consideration will be given by the Head and senior colleagues to each individual case and its particular circumstances to decide the most appropriate course of action. If a decision is made to suspend a member of staff then KCLMS will ensure that it fulfils its duty of care to that colleague; options for appropriate pastoral care will be offered, along with access to a named contact who can provide support.