

Behaviour Policy

Guidance on
Rewards and Consequences

King's College London
Mathematics School

Monitoring and review

	Name	Date	Role
Reviewed	Obehi Orukpe	27/08/25	Assistant Head PDBW
Ratified	Education Committee	Autumn 1 2025	Governors
Next review	Education Committee	Autumn 1 2026	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, self-regulation 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 Behaviour in Schools – Advice for Headteachers and school staff (February 2024) 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 Learning Teaching and Assessment policy
- KCLMS Attendance and Punctuality policy
- KCLMS ICT Acceptable Use (Student) policy

- KCLMS SEND Information report and SEND 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 gender, 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.

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.

All regular rewards such as "Subject of the week" will be recorded on the Management Information System (MIS) Bromcom where students, parents/carers, tutors and Lead Teachers (pastoral) will receive a notification.

Rewards

Daily	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 in line with KCLMS core values
	Completed Kudos Card (= 18 kudos)	If a student completes a kudos card they will receive a prize from student reception when they hand their kudos card in. The member of staff at student reception will 1. log the completed kudos card on BromCom 2. provide the student with a prize to celebrate their positive contribution to school culture 3. issue the student with a new kudos card
Weekly	Subject of the Week (SOTW) Award (= 3 kudos)	This award is for a student who has made an exemplary or particularly insightful contribution in class. Submitted by teacher.
	CACTI Award (= 3 kudos)	This award, only issued by the Lead Teachers (Pastoral) is for a student who has made a significant contribution to the school community in line with the school values.
Termly		
	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 at the end of Y12 Assembly (presented as a House Cup).
	Epistemic award (Y13 only)	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

Annually		through outstanding levels of attainment throughout the past two years.
	Philomathean award (Y13 only)	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 past two years.
	Other awards (Y12 only, some at end of year and others can happen during other end of term assemblies)	Categories to celebrate broader student contribution to school life: - Student contribution - Sports day superstar - King's Kulture - Outstanding Skills - Subject of the Week superstar - Outreach helper - Event organiser achievement - Etc.

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' at the end of the year which is awarded to the house with the greatest number of kudos points (updated house totals are provided weekly through the KCLMS House Board and at end of term assemblies).

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. Students are encouraged to organise their own competitive events via the Student Council or directly through the PDBW team.

Two Year 13 students from each house will be celebrated during the Year 13 Celebration Evening for their positive contribution to the house system.

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 subject to 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. If a teacher needs to send a student out of their classroom, they should send a Teams message to the Year Lead and Student Administrator to let them know, and the teacher should check in with the student five minutes later.

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, Bromcom and are reviewed weekly by the Lead Teacher (year group) and the Assistant Head PDBW. For Level 1 punctuality concerns, please refer to the *KCLMS Attendance & Punctuality Policy*.

Level 1 Academic Concerns include:	Level 1 Behavioural Concerns include:	
Non-completion of work by a set deadline.	Forgotten or incorrect equipment including laptop or folder; not tapping into school on arrival or tapping out on exit; use of mobile/computer without permission; repeated chatting in class; chewing gum in class; littering; minor disruption; mildly answering back to staff; wearing headphones without permission in class; minor infringement of the ICT Acceptable Use policy.	

Level 1 Consequences

A level 1 consequence will be recorded on Bromcom for level 1 academic, behaviour and punctuality concerns. Bromcom notifications will be sent to the student as well as their tutor.

The teacher issuing the L1 may provide a specific additional sanction, but an L1 sanction does not warrant a centralised consequence mandated by this policy. It is up to the student's discretion to respond appropriately. For example, if a student receives an L1 for being late to tutor time, they would ensure to be early the next day. For example, if a student receives an L1 for failing to tap out at the end of the school day, they should ensure they remember the following day and all subsequent days to ensure the school can safely and accurately account for their whereabouts.

Three Level 1 punctuality consequences issued in a single week will result in escalation to a Level 2 Consequence issued by the Lead Teacher (year group). In all cases the L2 consequence involves a Friday afternoon detention, in Room 6 at either 14:00-14:40 or 15:30-16:10. If a student is late to this detention or misses it without prior communication, then the consequence automatically escalates to a L2 SLT detention, Friday afternoons in Room 6, 16:15-17:15.

Level 2 Concerns include:
Failing to attend a Level 1 Consequence / compulsory supervised study / compulsory Booster or intervention session; three Level 1 Punctuality Consequences in a single week; significant disruption to learning; challenging authority of staff; any behaviour that inhibits learning for self or others; 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 during the school day without permission or being onsite but not in your lesson; poor behaviour on the way to or from KCLMS; infringement of the ICT Acceptable Use policy; plagiarism, inappropriate use of AI or any other form of academic malpractice including cheating.
Level 2 Consequences
Lead Teacher Detention (Friday either 14:00-14:40 or 15:30-16:10); Gating and other restrictions of privileges; SLT Detention (Friday 16:15-17:15).

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.

Students, parent/carers, tutors and Lead Teacher (year group) will be informed by Bromcom notification.

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 Friday afternoon at either 14:00-14:40 or 15:30-16:10 so as to not coincide with their Friday afternoon sport's session and the list of students is managed and supervised by the Lead Teacher (year group).

If the student is said to be off site truanting, this will result in a result in an SLT Friday detention 16:15-17:15 and gating. See below for gating details.

For consequences in relation to punctuality, please refer to the *KCLMS Attendance and Punctuality Policy*.

During the detention, students are expected to reflect on their behaviour actions by producing a handwritten letter which will be shared with their Lead Teacher (year group), tutor and parents/carers.

An accumulation of level 1 academic concerns may result in compulsory afterschool homework session attendance and/or compulsory booster session attendance which will be at the discretion of the subject teacher or the Lead Teacher (academic).

Additional intervention may include support from the Learning mentor or Academic mentor

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).

Gating is normally applied for a period of up to 5 consecutive school days but may be shortened or extended at the Assistant Head's discretion.

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

- 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 reflection letter to the Lead Teacher (year group)/Assistant Head (PDBW) explaining the circumstances of their Gating and the steps they will take to ensure the circumstances are not repeated.
- The student will receive sufficient notice to bring in lunch for their period of Gating as they will not be allowed off site for lunch.
- The student will be expected to hand in their mobile phone to a member of the PDBW team or student reception team at the start of the day and will collect it at the end of the day.

Parent/Carer involvement

Parents/carers will be informed of all Level 2 Consequences via Bromcom. Depending on the seriousness of the concern, and in particular in situations where there are repeated concerns, parents/carers may be asked to come in to school for a meeting with the child's 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 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. Follow up consequences could include after school SLT detentions, to be agreed if the support is appropriate at the Progress Meeting.

Level 3 Concerns include:
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; any illegal drug consumption, possession, supply or abuse; alcohol consumption, possession or supply during school hours including school visits; cyber-bullying or any malicious or inappropriate use of digital technology (see the KCLMS ICT Acceptable Use Policy for further information).
Level 3 Consequences
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 - the process through which parties with a stake in a specific offence collectively resolve how to deal with the aftermath of the offence and its implications for the future. At KCLMS this will include targeted reflection, and may include apology letters and/or facilitated mediation as well as guided reading.

Level 4 Concerns include:
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.

Level 4 Consequences
Temporary External Exclusion or Permanent Exclusion (see below)

Level 4 Consequences

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

Please refer to the Substance Abuse Policy 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 (e.g., Facebook, Snapchat, Twitter, Tik Tok and Instagram), using digital platforms to spread negative, false or harmful content about someone, with the intent to harm, embarrass or humiliate them.
- Spreading rumours or hurtful untruths
- Making offensive or humiliating comments
- Physical threats or deliberate invasion of personal space
- Persistent microaggressions

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 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

All students at KCLMS should have, where possible 100% attendance and punctuality to both lessons and sessions. In order to achieve this, all members of staff have a key role to play in monitoring and supporting students.

For further information regarding expectations and consequences relating to attendance and punctuality, please see *KCLMS Attendance and Punctuality Policy*.

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. Headphones should be removed before entering lessons and assembly times unless permission has been granted by Lead Teacher (year group).

After a warning, a student who continues not to meet these guidelines will meet with the either the Lead Teacher (year group) 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 regard 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. For further details, please refer to the KCLMS Substance Abuse Policy.

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, July 2022) 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 headphones) 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 any 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 including school visits.

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 Assistant Head (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 such situations occur more than once in an academic year, 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 including briefing staff prior to school events that could potentially pose a problem if we know there have been issues between students, and meeting with the students to talk things through in advance.

In an emergency, staff members should call the school (or use Teams) who will help them to get in touch with 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 what they are doing 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/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 Child Protection 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 KCLMS' Behaviour Policy
- Inform the student's parent/carers with details of the incident include any reasonable force that was applied

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 their allegations of excessive force are true – it is not for the member of staff to show that they have 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.