



# Relationships Policy (Behaviour and Rewards)

<b>Date of Review:</b>	<b>September 2024</b>
<b>Reviewed by:</b>	<b>Mr R Beattie</b>
<b>Agreed by Headteacher:</b>	<b>September 2024</b>
<b>Frequency of Review:</b>	<b>Annual</b>
<b>Date of Next Review:</b>	<b>September 2025</b>



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## Policy Statement

The school believes a clear behaviour and rewards policy, consistently and fairly applied, underpins effective education. The school will ensure that all school staff, students and parents are clear of the high standards of behaviour expected of our students at all times. The policy will be supported and backed-up by senior staff and the Headteacher.

Student behaviour and success in learning are inextricably linked.

### “It’s about Learning”

President Kennedy School’s Behaviour and Rewards Policy reflects this by working to focus on the encouragement of positive student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning.

### The aims of this Policy are to:

1. To promote positive behaviour throughout the school based on mutual respect.
2. To promote a positive achievement culture.
3. To promote high self-esteem, self-worth and self-discipline in all.
4. To promote a strong partnership with parents and all stakeholders in supporting positive behaviour.
5. To ensure that there are strategies in place to deal with poor behaviour promptly and effectively.
6. To ensure a safe working and learning environment for staff and students.

Inclusion of all students is central to the Behaviour and Rewards Policy. At all times the school will support students in personal development and build their capacity to be participatory members of the school and its wider community. President Kennedy School will use both its own resources and external agencies to achieve this.

The school believes that this can be achieved through students showing PRIDE in themselves, their school and to the community to which they belong.



## **PRIDE**

This is described to members of the school community as:

### **P - Pride in yourself and your school's reputation**

Wear your uniform with pride

Behave properly in school and when out in the community

Do what is right, not what your friends tell you to

Be polite at all times. Don't swear or use insulting or rude language

Always show good conduct on the way to school and home

### **R - Respect for each other and your environment**

Always treat others as you would wish to be treated

Always show good manners

Always look after school equipment or buildings, act sensibly in and around the corridors and social spaces

Always put your litter in the bin

Always have respect for other peoples' belongings

Calmly line up outside the dining hall and don't run down corridors

### **I - Involvement in all aspects of school life**

Act sensibly at break and lunch times. Take part in an activity.

Be a school leader, collect for charity, do something for the environment, start a club, start a band. Join the drama club or learn to play an instrument.

### **D - Determination to succeed**

Always come to school and be on time

Always work hard in lessons

Always complete your homework

Allow everyone in the class to learn

Allow others to talk without interruption

Have a positive attitude to learning

### **E - Excellence**

Know your levels and ask your teacher how to do better

Research things you are interested in at home

Always revise for tests and exams



## Principles of this Behaviour and Rewards Policy

Good behaviour is the key to ensuring good learning in classrooms and to creating an atmosphere conducive to personal happiness and security within the school.

To achieve this, the Behaviour and Rewards Policy is based on the following principles:

- That students will succeed and achieve in an environment in which they feel welcome and valued.
- That everyone within the school community show **PRIDE** in themselves, their peers and their learning.
- That “No Barriers” and “It’s about Learning” become the main focus behind the good behaviour shown by all members of the school community.
- That student’s behaviour will be respectful towards other young people and adults.
- That rewarding effort, and achievements of all kinds, will be the most effective way to secure good and high standards of achievement within the school.
- That rules must have reasons and all staff must apply them consistently and fairly, in order for the rules to be respected.



## **Rewards**

Rewarding students as a way of securing outstanding behaviour.

This policy emphasises the key place of praise and reward; in encouraging positive student behaviour, both in and out of the classroom. At the start of each year, students will be made aware, by tutors, of the range of rewards available at the school and how these can be achieved.

### **Classroom Praise**

Keeness to learn, achievements in class work and homework, and the meeting of agreed targets should all be acknowledged in class.

Teachers and tutors should focus on rewarding the positive attitudes and behaviour displayed by the majority of students in the school.

### **Subject Praise**

As well as rewarding students through verbal praise and reward points, each subject will have guidelines for other ways of rewarding students, where they wish to recognise particularly good work or progress by individual students, following units of work, module tests and internal exams. Tutors will always be informed about rewards given.

### **College Praise**

The use of rewards is monitored by College Leadership teams, Subject Leaders and Tutors and reported to the Senior Leadership Team and the school Governors. Celebration of achieving rewards is an important aspect of President Kennedy School life. Success will be celebrated through Newsletters, College and Pride Assemblies. Tutors will reward attendance and punctuality.

An outline of the R1 to R4 and C1 to C4 procedure can be seen over the page.



### **Positive Points**

Students are awarded via points for both in-lesson and extra-curricular activities. These points awarded are linked to areas associated with 'PRIDE' and reflect the PRIDE statements.

### **Reward Shop**

Each College is responsible for ensuring students are rewarded in a variety of ways including providing a reward shop where points can be exchanged for a variety of items.

## Show Pride / No Pride

 <b>SHOW PRIDE</b>	 <b>NO PRIDE</b>
<b>R1</b> One-to-one verbal praise Whole class verbal praise	<b>C1</b> Verbal warning
<b>R2</b> 1 positive point given Positive behaviour event logged Positive text home Positive comment in exercise book	<b>C2</b> 1 negative point given Name on the board Negative behaviour event logged Negative text home Negative comment in exercise book.
<b>R3</b> Positive behaviour event logged Post card home 5 positive points given Phone call home	<b>C3</b> Negative behaviour event logged 5 negative points given Time outside Parent/carer contacted Detention up to 30 minutes
<b>R4</b> 10 Positive points given Positive Letter home	<b>C4</b> Negative behaviour event logged Removal from the lesson and a detention of 60 minutes Possible face to face meeting with parents/carers to take place
Department/College Award	Possible isolation
Special Award	Possible fixed term suspension Parent/carer contacted
<b>Always show PRIDE in yourself and the School!</b>	

All instances of positive and negative behaviour categorised at R2/C2 and above must be logged onto the SIMs system



## Behaviour and Sanctions

When student behaviour is not acceptable there is a range of sanctions available for the purpose of responding to and modifying poor behaviour. Poor behaviour should never be ignored! The range of sanctions, like rewards, will be made clear to students regularly by College Teams and classroom teachers.

The school has in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy (see R1–R4 and C1–C4). These will be used proportionally and fairly.

These include:

- a) A verbal reprimand.
- b) Repeating unsatisfactory work until it meets the required standard.
- c) Loss of privileges – for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day or representing the school at sports or other events/performances.
- d) Missing break time.
- e) Detention including during lunch time or after school.
- f) School based community service or imposition of a task – such as picking up litter/tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- g) Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring. This may include Tutor, Subject, College Director or Leadership Reports.
- h) In more extreme cases the school may use internal or external suspension.

## Behaviour in the Classroom

Student misbehaviour in the classroom will be related directly to the PRIDE expectations. These will be discussed with students at the beginning of the year, and students will be regularly reminded about what is expected behaviour.

The School Leadership Team will ensure that sanctions are applied fairly and consistently across the school. The most effective discipline comes through all staff and students agreeing what are acceptable as appropriate behaviour in each classroom and across the school.





When using sanctions, the school policy is that staff should:

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour not the student
- A breach of the rules **must** lead to the appropriate sanction and should be used by **all** staff to ensure consistency.
- The sanction must be proportionate and appropriate

### **Sexual Harassment and Sexual Violence between Children**

The school does not accept any sexualised behaviour or abuse, committed on our premises or in the community. We will work with parents, students and any appropriate external agencies to prevent or respond to any such incidents.

### **Prejudice-Related Incidents – Guidance for Staff**

As a school committed to equality, we will deal with all prejudice related concerns. Our PRIDE values make clear the need for respect, celebrating diversity and recognition of the individual. Specifically, prejudice related bullying will be viewed as a distinct form of bullying that will be given specific attention.

For example, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

### **Child on Child Abuse**

President Kennedy School understands that both adults and other children can perpetrate abuse, can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. President Kennedy School recognise that safeguarding issues can manifest as child on child abuse

President Kennedy School will work to prevent child on child abuse by:

- promoting our school values through “PRIDE”;
- creating a culture of “telling”;



- responding appropriately to all reports of abuse;
- working with specialists such as NSPCC, CRASAC, police as appropriate;
- teaching students about safeguarding and related topics, so they understand abuse can be perpetrated by children as well as adults, online or in person, by strangers or by someone known to them.

## **Education and Awareness**

Through curriculum, tutor and subject curriculum, designed to promote British values and an understanding of identify, safety and positive relationships – respect.

It is recognised that even if there are no reported cases, such abuse may still be taking place. In the event that an allegation of child on child abuse is made, President Kennedy School will investigate this through the relevant College/Year group and:

- speak to both victim and alleged perpetrator;
- speak to any witnesses or view relevant CCTV;
- record this on CPOMS as a safeguarding matter;
- Issue appropriate sanctions including possible suspension or permanent exclusion.

For follow up involving external agencies please see our Safeguarding and Child Protection Policy, Section 5 Responding to signs of abuse.



## Appendix 1: Sanctions for poor behaviour

The Law allows the school to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule, or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- I. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the head teacher.
- II. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
- III. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

**Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the Trust's [Safeguarding and Child Protection Policy](#). They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.**

A student's conduct which may cause severe disruption to the school and which presents a significant health and safety risk to the school community may result in suspension or permanent exclusion. An example of such an offence would be the deliberate activation of the school fire alarm.



## Appendix 2: Roles and Responsibilities

The expectation is that all staff will implement, fully and consistently, all policies and strategies in this Behaviour and Rewards Policy.

### The Role of the Parent/Carer

The parent/carer plays a key role in supporting the school in its work with students on their behaviour. Their support is vital for the School to function effectively.

### All School Staff

The establishment of good habits of behaviour around the school is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the school and should lead by example, as well as by encouraging appropriate behaviour.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff with responsibility for students, such as teaching assistants and pastoral staff.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property, including mobile phones (Mobile Technology) and headphones or in line with the school mobile phone policy.

### Professional and Associate Staff (Non-Teachers)

The role of all staff is central to the life and work of students in the school. All professional and associate staff should expect and insist on agreed standards of behaviour and respect from students, inside and outside of classrooms. Professional and associate staff should also model and encourage good and appropriate behaviour.



## Classroom Teachers

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the school day. Classroom teachers should:

- Prepare stimulating lessons to generate good behaviour
- Extend and motivate all students
- Create and sustain a positive, supportive secure environment
- Insist on agreed standards of behaviour, work and respect
- Consider classroom practice and management in response to student misbehaviour

In the classroom the teacher is responsible for establishing and maintaining discipline. In this role teachers should leave pupils in no doubt that any breach of the classroom rules is unacceptable. The rules will be emphasised throughout the academic year by all members of teaching and non-teaching staff at President Kennedy School.

When dealing with breaches of the rules, all staff should do so within the agreed Consequences C1 to C4 pathway with its clearly defined consequences for all student misbehaviour. In this way, consistency of approach, and fairness in dealing with students, will be achieved. All staff will be introduced or reintroduced to this approach to classroom discipline at the beginning of each year.

## Tutors

Tutors play a pivotal role in the life of the students at the school. The tutor is the person who should know the student best in the school. Tutors should:

- Establish good relationships
- Recognise and reward success
- Support and encourage efforts made
- Monitor standards of tutees work across the school
- Monitor standards of tutees behaviour across the school
- Intervene in the first place when students need extra attention.

Tutors should be kept informed of student misbehaviour within their tutor groups via SIMS.net, and should use their relationship with students to modify poor behaviour, and use strategies such as Yellow Tutor Reports, to support the student's behaviour.



## **The Role of the Subject Leader**

The Subject Leader is kept informed throughout of student misbehaviour via SIMs records and information supplied by the school office.

The Subject Leader will keep a record of disciplinary action taken and interventions and may intervene by supporting the student and the member of staff, and may issue appropriate sanctions and liaise with parent.

## **The Role of the College Leadership Team**

The College Leadership Team will be active in dealing with discipline problems in their college around the school both in and out of the classroom. In the first instance by supporting the Tutor and taking on cases that reach C2. College Leadership Teams will also monitor behaviour and attendance in their college group and intervene when necessary and report to the Senior Leadership Team, they will also liaise with parents.

## **The Role of the Inclusion Team in Overcoming Barriers to Learning (OB2L)**

The purpose of the Inclusion Team is to support students to manage and modify their behaviour. It is not a sanction. Students will become part of the caseload of the Inclusion Team when their behaviour in class demonstrates a need for action beyond that which is available to the Subject Teacher, Subject Leader and College Leadership Team regarding C3/C4 incidents.

## **Leadership – all Senior and Middle Leaders**

All Senior and Middle Leaders in the school have a responsibility for maintaining good behaviour, through implementation of strategies for ensuring high achievement and good behaviour and are expected to monitor behaviour and achievement in their areas. Middle Leaders will also support staff in their teams when required and provide training where appropriate.

The Head Teacher and the Senior Leadership Team are responsible for establishing a purposeful and orderly environment, where a high standard of student behaviour is the expected norm. Senior Leaders of staff should have a high profile around the school at all times.

## **Communication to Parents/Carers (see *SHOW PRIDE/NO PRIDE*, page 7)**

Follow up and the involvement of parents/carers should take place for C2 and above

Text Messages are sent to parents for C2 incidents.  
Phone calls are made to parents/carers for C3/C4.  
Parents may monitor through Class Charts.

These messages will include any necessary follow up actions.



## **Appendix 3: Students' conduct outside the school gates**

The law allows that teachers have the power to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable”.

The staff at President Kennedy School may discipline students for misbehaviour when the student is:

- a) taking part in any school-organised or school-related activity or
- b) travelling to or from school or
- c) wearing school uniform or
- d) in some other way identifiable as a student at the school or
- e) misbehaviour at any time, whether or not the conditions above apply, that:
- f) could have repercussions for the orderly running of the school or
- g) poses a threat to another student or member of the public or
- h) could adversely affect the reputation of the school.

In all cases of misbehaviour the school can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

### **Wearing our school uniform with PRIDE**

As part of PRIDE students must wear full correct uniform to and from school; this includes the wearing of school shoes (see Uniform Regulations at Appendix 8).

### **Conduct on Public Transport**

Whilst students are travelling from school we expect our students to act as ambassadors for the whole school community, this includes behaving in a respectful and orderly manner.



## Appendix 4: Detention

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

The school will make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the student does not have permission to be absent;
- b) weekends – except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

All members of staff, including professional and associate staff, can impose detentions.

### Considerations when imposing detentions

- **Parental consent is not required for detentions.** However, it is best to work with parents/carers whenever possible. Exceptions can only be made at the discretion of the Headteacher after discussion with the parent/carer.
- As with any disciplinary sanction a member of staff must act reasonably and follow the guidelines set out in this Policy.
- With lunchtime and break time detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

### Detentions outside school hours

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

- 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 ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the student.
- Whenever possible 24 hours' notice will be given.





## Appendix 5: Use of Isolation

The school's policy allows for disruptive students to be placed in isolation away from other students for a limited period. Areas around the school may be used following authorisation by a member of the Senior Leadership Team as a place for a student to work in isolation.

The school will also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare whilst in isolation. Any use of isolation that prevents a student from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the student to themselves and others.

A student should be kept in isolation in a fixed period of time and it is for the staff member in charge to determine what students may and may not do during the time they are there. The school will ensure that students are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. The school will allow students time to eat and/or use the toilet at appropriate times.

## Appendix 6: Suspensions and Permanent Exclusions

These will take into account the recommendations made in the following:

- Education Act 2002 –exclusion in maintained schools including maintained nurseries
- Education Act 2011 –introduces review process in place of independent appeal
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended, 2022)
- The **new August 2024 statutory guidance**: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England [DfE Exclusion from Maintained schools, Academies and Pupil Referral units in England](#).
- Equality Act 2010 –schools must not discriminate, and a duty to make reasonable adjustments for disabled pupils
- Children and Families Act 2014 –schools must use their ‘best endeavours’ to ensure the appropriate provision is made for pupils with SEN

Only the Headteacher can suspend or permanently exclude (“PEX”) a student on disciplinary grounds.

The Headteacher’s decision must be lawful, reasonable, fair and proportionate.

Burden of proof is on the balance of probabilities – ie the Headteacher is to establish that the evidence demonstrates that it is more likely than not that a fact is true.

In most cases suspension will be the last resort after a range of measures have been tried to improve student’s behaviour. At President Kennedy School students identified as at risk of permanent exclusion will be referred to alternative or additional provision to meet individual needs.

Suspensions must be viewed as the strongest sanction possible. Suspensions are available to the school through the authority of the Head teacher. They can be either fixed term or permanent.

A decision to suspend a student should be taken only:

- in response to serious breach, or persistent breaches, of the school’s behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A decision to permanently exclude a student is a serious one. It will usually be the final step in a process for dealing with offences following a wide range of other strategies which have been tried without success.



The Headteacher will:

- Balance student interests against need of the school community;
- Be ready to explain apparently disproportionate treatment, especially if the student has SEND (if their behaviour arises out of a disability, eg ADHD, then any sanction must be a proportionate means to a legitimate aim – is there any lesser sanction that may be imposed to achieve the same aim).
- Will decide if the decision is proportionate to the offence?
- The objective of the sanction, ie will any other lesser sanctions achieve the same ends?
- Permanent exclusion should be last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement it is appropriate to permanently exclude a student for a "one-off" offence which is deemed to be severe.

An example of such an offence would be bringing illegal substances or an offensive weapon into school, or a student's conduct which may cause severe disruption to the school and which presents a significant health and safety risk to the school community.

The details of the procedures to be followed are contained in the [DfE statutory guidance on school suspensions and permanent exclusions](#).

Incidents leading to suspension will always be discussed with both student and parents/carers prior to the suspension taking place.

Suspended students will be provided with work to be completed under the supervision of parents/carers.

A meeting between the school, student and parents/carers should always take place on their return at which strategies to avoid reoccurrence should be discussed and completed school work returned.

'Looked After' children will be further supported using the local authority policy for 'Children Looked After'.



## Appendix 7: Anti-Smoking/Vaping Policy

President Kennedy School is a non-smoking site. Smoking is forbidden for all users of the school. Whether this is traditional cigarettes or any modern form of vaping device.

Students who are caught smoking/vaping will be dealt with in the following way:

### First offence

- Warning from College Director/Pastoral Leader (recorded)
- Home contacted by letter or phone call
- Detention(s)
- Monitoring Report.

### Further offence

- Breaks and lunchtimes individually supervised for agreed length of time.
- Warning letter from College Director.
- Potential suspension.

Other sanctions may also be put in place to ensure health and safety guidelines are maintained by the students.

Items will be confiscated as per the confiscation guidelines set out in Appendix 11.

## Appendix 8: Uniform Regulations Years 7-11

### Main Uniform, Essential Items and Equipment

Navy blazer with school logo	White shirt or blouse
<b>Girls</b> - Navy trousers (cotton/polyester/viscose straight cut or boot cut, not skin tight or skinny)  or  Navy <u>knee-length</u> , straight or pleated skirt to be worn	<b>Boys</b> - Mid Grey trousers (cotton/polyester/viscose straight cut, not skin tight or skinny)
Navy, Grey or Black socks/tights  or  <b>Girls</b> - Plain Navy knee length socks or tights	Plain Black shoes (not boots)
School tie	Coats must be plain Black, Grey or Navy
School bags of a suitable size (must be able to carry exercise books and equipment)	School Planner* Calculator, compass, crayons, pocket English Dictionary, erasers, pencils, pens, protractor, ruler, reading book <i>(*school planners are provided to students at the start of the school year)</i>



### Optional Items

Navy cotton cardigan ( <b>girls</b> ) with school logo	Navy cotton jumper ( <b>boys and girls</b> ) with school logo
Hijab - Plain Navy or Black	Turban - Plain Navy or Black
Technology - full apron, Art - protective clothing (e.g. an old shirt)	

**WE EXPECT OUR STUDENTS TO WEAR THEIR UNIFORM WITH PRIDE**



## PE/Games Kit Essential Items

Navy and gold rugby top with or without school logo (essential for playing Rugby in PE lessons)
Navy tracksuit top with school logo (essential for outdoor PE, if student does not have rugby top)
Navy Shorts
Navy polo shirt with or without school logo
Navy sports socks (must be worn for PE)
Training shoes (not pumps)
Football/Rugby moulded boots ( <b>boys all years; girls for years 7, 8 &amp; 9</b> ). <i>Please note moulded boots are essential to enable students to play on the school's 4G pitch.</i>
Hair tie or bobble (essential for health & safety purposes)

## Optional Items

Plain navy tracksuit bottoms with or without school logo
Plain navy leggings with or without school logo ( <b>girls</b> )
Navy and gold skort with school logo or plain navy skort without logo ( <b>girls</b> )
Gum shield for rugby
Shin pads for football

**Sports branded items are not permitted. Strictly no jewellery to be worn for PE/games.**

## WE DO NOT ALLOW

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Leather or denim jackets, jeans, leggings or jeggings, skin tight, skinny or cropped trousers</li> <li>Trainers or pumps, boots, canvas shoes, high heeled shoes, open toe shoes</li> <li>More than one item of jewellery, including multiple piercings (earrings must be small studs only, barbell earrings are not permitted)</li> <li>Facial piercings, tongue piercings</li> <li>Brightly coloured scarves, headbands, socks or belts</li> </ul> | <ul style="list-style-type: none"> <li>T-shirts visible under shirts</li> <li>Extreme hair styles or brightly coloured hair</li> <li>Excessive or brightly coloured make up, including coloured nail varnish, acrylics or artificial nails, false eyelashes or eyelash extensions</li> <li>Skirts that are above the knee</li> <li>Hoodies, sporting or tracksuit tops and baseball caps</li> </ul> |
|---|---|

**All uniform items are available from:**



**Cat Ballou Originals Ltd**  
1-3 The Burges, Coventry, CV1 1HN  
Tel: 02476 555499  
[www.catballou.co.uk](http://www.catballou.co.uk)



**Andy Blair Sports & Schoolwear**  
88-90 Barkers Butts Lane, Coventry CV6 1DY  
Tel: 02476 598080

More details about the uniform can be found on the [Parent Page](#) of our website  
[www.pks.coventry.sch.uk](http://www.pks.coventry.sch.uk)





## **Appendix 9: Anti-Discrimination**

### **What is it?**

The Stephen Lawrence enquiry report defined a racist incident for the purposes of reporting and recording as:

“any incident which is perceived to be racist by the victim or any other person”

The use of this definition ensures that all possible racist incidents are properly investigated and followed through at President Kennedy School.

### **Dealing with Racism**

All incidents will be treated seriously and dealt with promptly and firmly. All staff, teaching and non-teaching should deal with racist incidents as an important part of their professional duties.

Recording of an incident is the initial responsibility of the member of the teaching or professional and associate staff who sees, hears or is aware of an incident. Staff must record this on the school Child Protection Online system CPOMS. If they unable to do so for any reason they should produce a written report and this initial report will be forwarded to the College Leadership Team and Safeguarding Lead for investigation This will then be added to CPOMS for tracking and follow up action.

The names of students involved in racism will be added to the Child Protection Management System database (both the victim and perpetrator) so both can be supported.

Staff or parents/carers should encourage students to pass on information about racist incidents to the Tutor who will inform the relevant Pastoral Lead via CPOMS.

### **Parental contact**

Parents of the victim and perpetrator will always be contacted in incidents of racism, to advise them of the problem and outline the sanctions imposed. In serious cases, suspension will be considered.

### **Support**

Support for the victims of racism and for the perpetrator is available through the school.

This links directly to the school Anti-Bullying and Safeguarding and Equality Policies.



## **Appendix 10: Child on Child Abuse, Sexual Harassment & Sexual Violence between Children**

The school does not accept any sexualised behaviour or abuse, committed on our premises, in the community or online. This includes self-generated sexual imagery, “sexting”, initiation or “hazing” incidents, or any sexual harassment. The school recognizes that young people can abuse each other, and this will still be treated as abuse. We will work with parents, students, and any appropriate external agencies to educate, prevent or respond to any such incidents.

Please also see the Relationships, Sex and Health Education Policy on the school website. The government advice published in December 2017\* (updated in May 2018) sets out the context, definitions, legal obligations, and guidance around responding to concerns. The school will operate in line with the Safeguarding and Child Protection Policy, record investigations and incidents on CPOMS, make referrals to social care and/or the police, communicate with parents and seek consent to share information (unless this may put someone at risk of harm).

The school will support both the victim and the perpetrator, recognising that the perpetrator may also have been a victim themselves in the past. This may involve a referral for specialist support or counselling, a key worker within school, consideration around contact between the parties, working with family and friends. Initial investigations will establish the facts through talking to both parties and any witnesses, then a decision will be taken by the relevant Hub Leader, in conjunction with the DSL as appropriate, about the next steps for example a referral to the police and/or social care. If a criminal offence is under investigation, the school will take advice about how best to manage the education of the alleged perpetrator, support the victim and make an appropriate assessment of risk to any other students, staff, or visitors.

Further information can be found in the Anti-Bullying Policy, available on the school website. The staff will be made aware of this policy through safeguarding induction, regular training and updates.



## Appendix 11: Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” in the DfE guidance on [Behaviour in Schools](#)) enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

**Power to search without consent** for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- vaping devices
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item. Staff must undertake this in consultation with a member of the leadership team.

If necessary more detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the [DfE Guidance on ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’](#).

Possession of some of the above items could lead to a suspension or permanent exclusion from the school.



## Appendix 12: The use of Mobile Technology

It is school policy that students can bring a mobile phone to school but that it should not be used during school hours. Parents are asked to support the school in enforcing this policy. The school believes that by working in partnership this will help the students make the right choices when it comes to how they use their mobile technology.

Whilst the school recognises that mobile phones and similar technology are here to stay and are part of modern-day life, the school believes that it is more important that school prepares students for adult life and the ways of work. This requires a formal approach in schools.

Students should remove mobile phones and ear pods at the school gate on arrival and should not use phones/ear pods until exiting the school gate and dismissed.

At President Kennedy School our commitment to our students and to you is clear. We expect to teach our students to the highest of standards, to support them to be successful, to help them to move on to higher education or employment and to keep them safe and happy whilst they are with us.

The following rules on mobile technology apply:

- Any form of mobile technology being used by a student in school will be confiscated; unless they have permission from a member of staff. This will also apply to break and lunchtimes.
- Any ear/head phones seen in school will be confiscated immediately.
- Any material put on Social Media relating to students and/or staff without the knowledge/consent of the individual could result in the school reporting the matter to the police; this includes actions bringing the school into disrepute. Perpetrators, including those who share such posted material, will face serious sanctions in school; this could include suspension or losing their place at school.
- If a mobile phone, ear/head phones or similar technology are confiscated they will be returned following a meeting involving a parent/carer, the student and a senior member of staff or College Leader.



## Appendix 13: The use of Reasonable Force

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

The use of reasonable force within the school will be in line with the guidance issued by the Department for Education (see link below).

The school may also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Current separate advice is available in ['Use of Reasonable Force – advice for school leaders, staff and governing bodies'](#).