



**Knole Academy
Creativity in Learning
Confidence to Achieve**

BEHAVIOUR, REWARDS AND EXCLUSIONS POLICY

September 2024

Safeguarding:

The safeguarding of children and young people underpins the work of the academy and must be adhered to as a prime responsibility.

Equality:

Knole Academy is committed to providing all staff, students, parents, visitors and members of the wider community using the sites with equality of opportunity regardless of their race, gender, disability or religion. All policies are screened for their impact on equality and issues are addressed if they arise. Knole Academy will provide special consideration on an individual basis if anyone is considered to have a specific special need. Any parent who feels that their child has such a need should contact the relevant Pastoral Leader in the first instance to explain their concerns.

This policy, and its associated procedures and protocols, is based on these key principles.

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1. Our Core Values

Aspirational

We have high expectations for every child regardless of background. The interests of students are always the priority in all decision making

Inspirational

We intend to develop internationally minded learners who recognise their common humanity and help create a better world

Organisational

Through partnership with all stakeholders, we strive to ensure that no barriers are placed in the way of student achievement

2. Objectives

This policy aims to support the achievement of our core values by reinforcing that:

- The highest standards of teaching and learning support and promote good behaviour
- Good conduct is the norm
- Consistent application of the behaviour policy is essential
- Good behaviour is everyone's responsibility
- Arbor (our management information system) supports the behaviour policy
- Students take responsibility for their own learning and behaviour and contribute to the wellbeing of the academy community

3. Aims of this policy:

- To create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

4. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

<https://www.kent.police.uk/foi-ai/kent-police/Policy/crime-and-intelligence/reporting-incidents-in-schools-standard-operating-procedure-n17a/>

[Use of reasonable force in schools](#)

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

[Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

5. Bullying

Our [Anti-Bullying policy](#) addresses all issues related to bullying and should be read in conjunction with this policy.

6. Roles and responsibilities

6.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that this policy is applied consistently across the academy and that there is sufficient training for staff to implement this policy.

In addition, the Headteacher is the only staff member who can suspend or permanently exclude a student on disciplinary grounds.

6.3 Teachers and staff

Staff are responsible for ensuring the highest standards of teaching and learning, establishing and maintaining clear boundaries of acceptable student behaviour and implementing the behaviour policy consistently.

6.4 Parents and carers

On joining the academy parents/carers sign the home-academy agreement to agree to support the academy's policies and guidelines for behaviour (appendix 1). Thereafter parents and carers should:

- Read the academy's behaviour policy and code of conduct and reinforce them at home
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues. The triangle of responsibility (appendix 2) will be used to support the essential partnership between parents and carers, the academy and the student/s.

6.5 Students

Students will be made aware of the following during their induction into the academy and at other points throughout their time at the academy:

- The behaviour and rewards systems
- The code of conduct
- The dress code
- The pastoral support that is available to them to help them meet the behavioural expectations

7. School behaviour curriculum

Good behaviour is everyone's responsibility. We focus our code of conduct on the 4B's; Be safe, be ready, be respectful and be engaged (appendix 3). Every student is expected to abide by the code of conduct at all times whilst in school uniform.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

Our behaviour curriculum includes proactive support for good behaviour and extensive reward systems (section 9).

7.1 Mobile phones

While the academy understands the importance of mobile phones for safety to and from school once past the front of the school mobile phones are expected to be 'off and away'. This is to mitigate against the risks of distraction, disruption, bullying and abuse.

Appendix 4 outlines our mobile phone, headphones, wireless headphones, and any other SMART device expectations

8. Responding to Misbehaviour

8.1 Classroom management

Teachers are free to manage their classroom in their own way but the overarching objectives for behaviour in section 2 of this policy prevail:

- The highest standards of teaching and learning support and promote good behaviour
- Good conduct is the norm
- Consistent application of the behaviour policy is essential
- Good behaviour is everyone's responsibility
- Arbor (our management information system) supports the behaviour policy
- Students take responsibility for their own learning and behaviour and contribute to the wellbeing of the academy community

The behaviour system is managed and monitored using the Arbor Management Information System but a log on Arbor with its accompanying behaviour point is not a sanction in itself.

8.2 The Start and End of Lessons

A calm and orderly start and end of lessons set the tone for conduct in classrooms and corridors. Expectations for all academy classrooms are:

Start of Lessons

- The teacher should be waiting to greet students at the door and monitoring corridor behaviour
- Students should be calm and orderly

- Students should enter the class quietly and sit down when directed and put their planner card in front of them
- Teachers should check uniform / make up / jewellery as students enter - any students incorrectly dressed must be asked to correct it before/as they enter the room
- Register should be taken in silence
- Students should respond clearly and respectfully

End Of Lessons

- Students should pack away when asked to do so
- Students should stand up and tuck chairs under desk / place on top of desks
- Students should pick up litter – the room should be left tidy
- Teachers should dismiss students from the door as they exit the classroom, monitoring corridor behaviour as they do so
- Students should leave the room in a controlled manner

8.3 The Behaviour System

The behaviour pyramid is used at Knole to deter poor behaviour (appendix 5). This uses a system whereby accumulation of behaviour points (logged on Arbor) can result in actions intended to sanction repeated poor behaviour while also supporting students to change their behaviour patterns. This is monitored by Heads of Year and the Pastoral Deputy Headteacher.

On a day-to-day basis when misbehaviour results in a behaviour point (BP), the system is as follows:

Severity		Arbor action	Example Behaviours	Consequence and Responsibility	Notifications	Workflow text (Email)
0 (No BP)		Automatic workflow informing parent of issue.	Uniform infringement, repeated lack of equipment, mobile phone, no PE kit 1 st time.	Email home. Tutor isolation in cases of uniform infringements. HOYS monitor for patterns. Parental meetings with tutor/HOY.	Tutor HOY	Dear Recipient(s) First Name, Student(s) First Name _{has} been logged for Incident Name _{today} . Please be aware that further similar incidents may result in further sanctions according to our behaviour or attendance policy. Please contact Incident Reporter _{for} further details if required. Thank you in advance of your support Sender's Signature
-1	Classroom teacher detentions set in accordance with the behaviour system	Automatic workflow informing parent of detention and BP.	Poor behaviour within the classroom, lateness to lesson, lack of work, lack of engagement.	Up to 20-minute detention and restorative justice (RJ) conversation. Classroom teacher.	Class teacher Subject leader	Dear Recipient(s) Salutation Student(s) First Name _{has} received a behaviour point for Incident Type _{today} . This will result in a class teacher detention at break or lunch time for up to 20 minutes. Details of the detention will be given to Student(s) First Name _{in}

						<p>their planner card where appropriate.</p> <p>Please contact Incident Reporter for further details if required.</p> <p>Thank you in advance of your support</p> <p>Sender's Signature</p>
-2	Department detentions set in accordance with the behaviour system	Automatic workflow informing parent of detention and BP.	Missed class teacher detention. Sent to parking. Walking out of a lesson and not returning.	30 mins detention. Heads of subject and/or second where applicable.	Class teacher Subject Leader Tutor	<p>Dear Recipient(s) Salutation</p> <p>Student(s) First Name_{has} received a behaviour point for Incident Type today. This will result in a department detention that will last for up to 30 minutes. Details of the detention will be given to Student(s) First Name in their planner card where appropriate</p> <p>Please contact Incident Reporter for further details if required.</p> <p>Sender's Signature</p>
-3	Behaviour incidents that require a daily detention. And 3 logged incidents or more in a day.	Automatic workflow informing parent of detention and BP.	Usually issues that happen outside of the classroom setting - poor conduct outside of the classroom, in out of bounds area.	40 minutes detention. LT daily then x 2 each day. Organised by AHOY's. HOY monitors patterns.	Sarah Hough (AHOY) HOY Tutor	<p>Dear Recipient(s) Title</p> <p>Recipient(s) Last Name</p> <p>Student(s) First Name_{has} received a behaviour point for Incident Type today. This will result in a daily detention at lunchtime for up to 40 minutes.</p> <p>Student(s) First Name_{will} be collected to get lunch then taken to the detention.</p> <p>Please contact Incident Reporter for further details if required.</p> <p>Thank you in advance of your support.</p> <p>Sender's Signature</p>
-4	Failure to attend/walk away from daily detention. Serious one-off incident determined by	Automatic workflow informing parent of detention and BP.	Failure to attend/walk away from daily detention. Serious one-off incident determined by middle leader and/or ELT.	1-hour after-school detention. Run by ELT.	S Barnes J Major Tutor	<p>Dear Recipient(s) Salutation</p> <p>Student(s) First Name_{has} received a behaviour point for Incident Type today. This will result in a one hour after</p>

	middle leader and/or ELT.					school detention on Detention Date _{at} Detention Time _{in room} Detention Location Please contact Incident Reporter _{for} further details if required. Thank you in advance of your support. Sender's Signature
-5	Suspendable or PEX offences or HT detention. Staff log on Arbor ASAP plus copy to LT and HOY and AHOY on email.	No workflow.	For example, refusal to leave a lesson for ELT, use or threat of use of a weapon or prohibited item or physical assault against an adult	HT detention, BZ or suspension/PEX. Headteacher, ELT.	J Major S Barnes HOY AHOYS	For BZ, isolation or suspension there must be a phone call home, usually by the HOY or DHT

All logged incidents in severity -1 to -5 incur one behaviour point.

After any incident, at any level, a restorative justice (RJ) conversation is advisable in order that the next lesson is an opportunity for a fresh start. The reflections sheet (appendix 6) is an opportunity for students to reflect on the behaviour that led to them being detained, internally isolated or suspended and will assist with their understanding of why their behaviour was not acceptable.

Appendix 7 shows a full list of possible incidents (as they appear on Arbor), their severity on Arbor corresponding with the chart above and their link to the code of conduct.

The narrative alongside the category of incident should be completed in as much detail as possible to provide context for any potential investigation.

8.4 Possible actions prior to logging an incident on Arbor:

1. A quiet warning and a reminder of the expected behaviour.
2. A note home on the student planner card
3. A conversation to clarify why they are given a warning, preferably outside the classroom.
4. 5-minute calm down for the student inside or outside the classroom
5. A second or third warning if the behaviour is repeated

While parental contact is not listed here it should be part of any attempt to improve student behaviour. Positive phone calls and/or emails help to build a positive relationship with both parents and students and used alongside awarding of house points for the exceptional, will have significant impact.

Phone calls or emails asking for parental support in managing the student, backed up by cogent reasons for the contact, invariably also assist with building a positive working relationship.

Put simply, involve parents in the positive and the negative feedback and use them to help support you in getting the best out of their child.

8.5. The Report System

As indicated on the behaviour pyramid, students may have to go onto a report card depending on their accumulation of behaviour points. The report card colour represents severity and to whom the student is on report – tutor, Head of Year or Leadership. They may also be on a subject report. If they need to be placed on report an email will be sent home.

Students simply have met or not met on the report relating to three targets (the same for all):

1. Arrive on time to lessons
2. Follow the code of conduct
3. Follow instructions

In the appropriate box the teacher should circle met or not met and put their initial. The student should repeat this for every lesson and show to the person they are on report to at least once a day in an agreed place. It should then be taken home for the parent to sign and brought back to school for daily completion.

Students are on report for two weeks before being taken off if targets are consistently met

If students do not complete their report, they are sanctioned but if after a two-week period it has had no impact, it will be recorded as an inclusive measure that has been used with no impact and not reissued.

The minimum expectations for those monitoring student reports are:

- Make an arrangement to see the student once per day with their report at a fixed location
- If a student does not do this consistently in their week then they should be logged on Arbor as 'Report card expectations not met' and this will incur a daily detention at the end of the week.

8.6 Leadership walkabouts

There is usually a member of the leadership team on walkabout during period 1-5 and all of the team are on duty every lunchtime. Walkabouts primarily exist to support teaching and learning and are not specifically 'on calls' for behaviour.

If a student will not go to parking, then contacting the leadership team member on walkabout is appropriate. Parking is the default action for students who, despite warnings are not complying with your expectations. Refusal to go to parking is an incident type on Arbor which should be logged by the classroom teacher if leadership are called.

To contact the leadership team member on walkabout when a student has refused to go to parking and to flag missing students please contact walkabout@knoleacademy.org. The Heads of Year and AHOYs are also copied into these emails for tracking purposes only.

8.7 Responsibilities for misbehaviour

A clear structure to lines of responsibility is key for teachers to understand how to respond to incidents. As such, line of responsibility are:

In the classrooms – the class teacher up to the point where the subject leader has to support.

Within a subject area where students repeatedly do not behave for a classroom teacher – subject leaders.

Issues across multiple curriculum areas – Head of Year and form tutor.

Out of lessons – Head of Year and form tutor.

Where a student refuses to go to parking – ELT on walkabout.

If a student has LSA support, it is not the responsibility of LSAs to manage misbehaviour. Nor is it the responsibility of the AEN department to deal with behaviour other than in a consultative/advisory role for HOYs/subject leaders/ELT when there are SEN or unmet SEN needs.

8.8 Form Tutor Isolation

Uniform infringements will result in a form tutor isolation. These will usually be when the uniform infringement is repeated for more than one day, allowing contact home on day one and a warning to be given. For example, if a student forgets their tie or blazer.

However, where a student refuses to remove an item that can be removed such as false or painted nails, nose piercings, multiple earrings/jewellery or false eyelashes, they will be placed in form tutor isolation until the item is removed.

8.9 Detention expectations

At Knole we hold daily detentions at lunchtime for students with -3 severity incidents. Any teacher will be allocated to supervise these detentions.

For -4 severity incidents we hold one-hour after school detentions. Members of the leadership team will supervise these detentions in an IT room.

We will hold two-hour detentions, Headteacher detentions (on the last day of a term) or Saturday detentions as the need arises. For example, if students are repeatedly failing to attend other detentions or if a serious one-off incident involving a number of students occurs. These are also supervised by the leadership team.

In all detentions students are expected to sit in silence.

They must abide by the code of conduct as they would across the academy. If they have reflections sheets to complete for RJ conversations, they should complete those. If they have work with them, they may complete work. They may not leave the detention for any reason.

8.10 Internal and External Isolation

Some incidents fall just below the thresholds for suspension but are still serious -5 level incidents. For these we will consider internal isolation in our 'behaviour zone'. We will also consider external isolation in another local school.

The Internal isolation system aims to manage and improve student behaviour by providing a structured and supervised environment where students reflect on their actions. External isolation to another school's internal isolation room may be utilised in specific circumstances to emphasise the seriousness of the behaviour while maintaining an educational setting.

External isolation may be used as an alternative to time in our behaviour zone as it underscores the severity of the misconduct while maintaining the educational continuity. It

- Provides a reflective period that helps the student understand the impact of their behaviour.
- Emphasises the importance of adhering to school rules and expectations.
- Encourages a change in behaviour through a structured and supervised setting outside the immediate school environment.

It may be used when:

- The behaviour warrants a significant response yet does not justify a suspension.
- A change of environment may better facilitate reflection and behaviour modification.

It is the responsibility of the parents/carers to ensure that the student attends the assigned external isolation location at the alternative school. Timely transport arrangements must be made by the parents/carers to comply with the external isolation instructions from the alternative school

Parents will be notified in advance about the details, including the location and timing. Full home school uniform must be worn.

Failure to meet these responsibilities will result in escalated disciplinary measures, including suspension.

8.11 Serious Incidents

Appendix 8 explains the process for managing a serious incident.

8.12 Taking Student statements

Appendix 9 explains the protocols for taking students statements during an investigation.

8.13. Safeguarding

The academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to the student suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

<https://www.knoleacademy.org/468/statutory-requirements/category/23/key-policies>

8.14 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police
- Please refer to our child protection and safeguarding policy for more information
<https://www.knoleacademy.org/468/statutory-requirements/category/23/key-policies>

8.15 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

8.16 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found (page 17 of the DfE guidance) in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions

- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If the student still refuses to co-operate, the member of staff will contact the Headteacher to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming him or herself or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

Desks

Lockers

Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

Knole Academy will not strip search students or permit the Police to strip search a student on the academy premises.

8.17 Off-site, online and suspected criminal misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.18 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding and Kent guidance for more information on responding to allegations of abuse against staff or other students.

8.19 Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

Whether the student was unable to understand the rule or instruction?

Whether the student was unable to act differently at the time as a result of their SEND?

Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Supporting Good Behaviour

9.1 Proactive Measures

Knole Academy strongly believes that prevention is better than cure and therefore uses proactive measures in order to support students at risk of being involved in misbehaviour. These may include:

- A peer mentor
- A single point of contact
- A time out card
- Counselling
- Restorative Justice Meetings
- Disciplinary and support meetings with Heads of Year, Deputy Head and/or Senior Deputy Head as required
- Report cards
- Strategy meetings between students and staff
- Social skills group
- Pastoral support plans
- Family Liaison Officer support
- Inclusion centre support

In addition, Knole Academy believes that it is important to provide students with a wide range of opportunities to have responsibility, to have a voice and to aspire to being a part of the school. The academy has many roles which students can be members of, including:

- Prefect
- Form Representative
- Academy Council Member
- Student guides and ambassadors
- Knole Interact
- Peer mentors

- House roles

9.2 Rewards

Knole Academy believes in rewarding students for good behaviour. Appendix 10 outlines our reward system.

The house point system is how we reward outstanding work, effort or attitude to learning. House points are recorded on Arbor and parents/carers are informed via an automatic email.

House point rewards are displayed on the academy's Arbor database and are updated and displayed regularly around the academy, on the Knole Academy website, the student bulletin and in lesson 6 including in assemblies.

Students are rewarded for particularly outstanding work, effort or attitude. High performing, high achieving and hard-working students are rewarded in a formal setting each year through an annual presentation of awards ceremony for each key stage. These ceremonies also recognise the service and endeavour of individuals. Academic progress and students attitude to learning is also recognised on student data boards around the academy. The academy's academic tracking days also highlight a student's attainment, academic progress and personal development. Student's house points are also communicated to students and parents via the Arbor system. There are also half termly house celebration assemblies and termly year group celebration assemblies. Each year group has an allocated budget set aside for reward events.

9.3 Character and Culture

Knole Academy promotes the 10 International Baccalaureate core attributes to form its IBLP, The International Baccalaureate Learner Profile. The aim is for these to form the framework of character development in our students. This supports and promotes a positive character and effective academy culture. The 10 attributes are listed below:

- Principled
- Knowledgeable
- Thinkers
- Communicators
- Inquirers
- Open-minded
- Caring
- Risk-Takers
- Balanced
- Reflective

In years 10 and 11 the attributes are reflected upon as part of academic tracking interviews and in lesson 6. In the sixth form these attributes form part of the IBCP and IBDP programmes.

Refer to the Character Curriculum policy for more information on our character education programme https://knoleacademynew.s3.amazonaws.com/uploads/key_information/Character-Curriculum-Policy-June-2022.pdf?t=1663834945

10. Supporting students at risk of suspension or permanent exclusion

Following a sanction, the school will always consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

If sanctions are having little positive impact on behaviour and a student may be at risk of further suspensions or permanent exclusion we will consider 'Preventative Measures to School Exclusion' outlined in 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England September 2022' Part four.

As Knole Academy is a member of the West Kent Inclusions Panel (WKLIF IP) we work in partnership with other members to refer students for preventative measures. These are:

- a) **Off-site direction** (temporary measure that maintained schools and academies for similar purposes can use). Off-site direction is when a governing board of a maintained school requires a student to attend another education setting to improve their behaviour... Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provider or another mainstream school. During the off-site direction to another school, students must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the student being registered at any other school.
- b) **Managed moves** (permanent measure). A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently.
- c) **Alternative provision**. In addition, the WKLIF IP is the forum for referrals to Two Bridges School, the West Kent alternative provision.

Reintegration Meetings (Appendix 11)

These are completed before a student return to the academy following a suspension of any duration. At these meetings a back-to-school contract and/or pastoral support plan is completed.

DfE guidance states the reintegration meeting should:

- Design a reintegration strategy that offers the student a fresh start
- Helps them understand the effect of their behaviour on themselves and others;
- Teaches them to how meet the high expectations of behaviour in line with the school culture;
- Fosters a renewed sense of belonging within the school community;
- Builds engagement with learning.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the student's return to school.

During a reintegration meeting, the school should communicate to the student that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

Where possible this meeting should include the student's parents.

It is important to note that a student should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.

To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents, and other relevant parties.

Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the student has any SEND and/or health needs.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The Arbor system
- Classroom management
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- House point awards

- Internal isolation (BZ) referrals

- External isolation referrals

- Inclusion Centre support for behaviour

- Attendance, permanent exclusion and suspension

- Use of off-site directions, managed moves and alternative provision

- Incidents of searching and confiscation of prohibited items

- Surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed at appropriate intervals

The data will be analysed from a variety of perspectives including:

- At school level

- By age group

- At the level of individual members of staff

- By time of day/week/term

- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the teaching and learning committee.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Aletheia Academies Trust Suspension and Permanent Exclusion policy (Appendix 12)

- Child protection and safeguarding policy

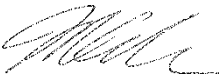

- SEND policy and Information report

- Anti-Bullying policy

Appendices

1. Home-Academy Agreement
2. The Triangle of Responsibility
3. Code of Conduct

4. Students' Own Devices
5. The Behaviour pyramid
6. Reflections Sheet
7. Arbor Incident Types
8. Managing Serious Incidents
9. Taking Student Statements
10. Rewarding Student Achievements
11. Reintegration following Suspension
12. Aletheia Academies Trust Suspension and Permanent Exclusion Policy

APPROVED	Ratified by the Full Governing Body on 27.09.24		
SUGGESTED REVIEW DATE	September 2025		
SIGNED HEADTEACHER		PRINT NAME	Mr D Collins
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Miss T Homewood

APPENDIX 1

Home-Academy Agreement

When you join Knole Academy your parents/carers sign a copy of this agreement indicating their consent to abide by the following:

I/We shall:

- see that my/our child goes to school regularly and on time and is properly equipped.
- let the school know about any concerns or problems that might affect my/our child's work or behaviour.
- support the school's policies and guidelines for behaviour, attendance, punctuality, equipment and uniform.
- ensure my child attends all detentions, including same day detentions.
- support my/our child in homework and other opportunities for home learning, providing somewhere quiet and free from distractions.
- attend parents' evenings and discussions about my/our child's progress.
- keep myself/ourselves informed about my/our child's life at the school.
- when using social media, only comment positively about the school, when appropriate.
- report any problems and issues to the school in an appropriate manner.

The Students:

I shall:

- attend school every day unless I am unwell.
- always wear the correct uniform and have the right equipment.
- work hard in lessons, do my best work and avoid behaving in a way that will stop others from learning.
- treat all staff and students with respect.
- follow the school code of conduct in order to be safe, ready, respectful and engaged.
- look after the school environment and keep it graffiti and litter-free.
- behave in a way that is safe and sensible at all times, including on all forms of electronic communication.
- promote the good reputation of the Academy and uphold its policies.

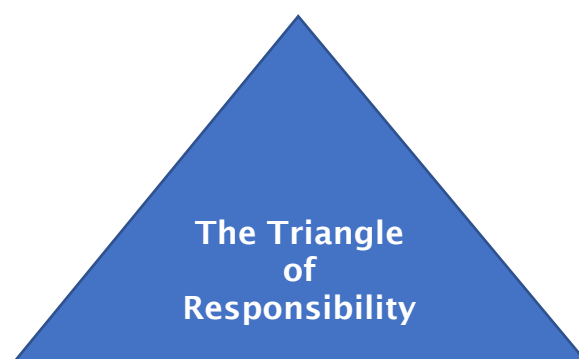
The Academy will:

- teach your child within a caring environment and contact parents/carers if there is a problem with attendance, punctuality, uniform or equipment.
- let parents/carers know about any concerns or problems that affect their child's work or behaviour.
- send home regular reports.
- set, mark and monitor homework and provide facilities for your child to do homework in school.
- arrange parents' evenings.
- keep parents/carers informed about school activities through letters, news sheets and notices about special events.
- maintain confidentiality and store student data securely to comply with data protection legislation.
- listen to your concerns and seek to address them. Please be aware, however, that abusive, threatening or violent behaviour will not be tolerated in this school. Visitors behaving in this way are likely to be removed from the premises and face prosecution. On the telephone, our staff are advised to put the phone down if there is abusive or threatening language.
- respond to telephone calls and/or emails in a timely manner; we cannot guarantee an immediate response.

The Triangle of Responsibility

Taking responsibility allows us to grow. Attributing blame and making excuses prevents this vital growth.

Students
Examples <ol style="list-style-type: none">1. Go to bed at a sensible time without distractions2. Apply yourself to your education and consider your actions before you act3. Take time to think and reflect about your attitude and behaviour and the impact it has on you and others



Knole Academy
Examples <ol style="list-style-type: none">1. Communicate effectively with students and parents2. Consistently apply the behaviour policy to reinforce positive behaviours and remove negative ones.3. Ensure all school stakeholders can access the behaviour policy

Parents/Carers
Examples <ol style="list-style-type: none">1. Ensure there are rewards and sanctions at home for attitudes and behaviours both in and out of school2. Research and involve external support outside of school to support your son/daughter. This could be via the GP or through online support groups.3. Keep school informed of concerns or issues involving your children.

APPENDIX 3

KNOLE ACADEMY CODE OF CONDUCT

Be Safe

1. We move quietly and safely in and out of the classroom, including to and from school.
2. We carry items and use equipment with care.
3. We must visit lockers before 8.45am, at break and lunchtime and after 3.30pm only.
4. We use the toilet out of lesson time; before school, at break and lunch time.
5. On corridors, we walk on the left and are quiet and respectful.
6. We use marked paths on the school grounds and do not enter out-of-bounds areas.
7. If arriving late to school, we sign in at the AHOY's office and we sign out at reception for pre-arranged appointments.
8. We eat and drink in designated areas, and put all litter in the bin even if it is not ours
9. We know that cigarettes, vapes, alcohol, chewing gum and weapons are forbidden on school premises. The possession in school of any illegal substance, article, or weapon (e.g. knife) will be dealt with by the school in accordance with its behaviour policy and the school may refer the matter to the Police, or other appropriate authority.
10. We keep our personal property secure at all times. The school is not responsible for our personal property.
11. Mobile phones, headphones and earpieces are placed in lockers on arrival at school and collected after 3.30pm

Be Ready

1. We attend school regularly, aiming for 100% attendance.
2. We arrive at school and lessons on time.
3. We must bring books, homework, planner card and equipment to class.
4. We must be on task and allow others to do their work.
5. We must be on time and move quietly to our seats.
6. We always wear the correct uniform.
7. We may drink water only in lessons
8. Mobile phones, headphones and earpieces are not seen on the school premises at any time. This includes any outside space beyond the front of the school.

Be Respectful

1. We treat others with good manners and respect - keep our voices down, avoiding intentionally hurtful comments and questions.
2. We listen to others.
3. The classroom is a positive language zone - no swearing, cursing, insulting, put downs or bullying.
4. We accept teachers' requests first time - when they ask us to move seats, to get back to work, bring homework or equipment to class.
5. We think before we speak and wait for others to finish.
6. We have respect for school and each other's property and equipment.

Be Engaged

1. We use every learning opportunity in our lessons.
2. We are enthusiastic and join in positively in lessons.
3. We join clubs and get involved in school life.
4. We are determined to learn to the best of our ability.

We accept that if we do not abide by the code of conduct, we will be challenged and sanctions will be applied

APPENDIX 4

'OFF AND AWAY' - STUDENT'S OWN DEVICES

This includes mobile phones, headphones, wireless headphones, and any SMART device.

These must be 'OFF AND AWAY', they should not be seen on school premises at any time. School premises includes both in school buildings and outside them, signs at the front of the school show from where the phones should not be visible.

If a member of staff sees a mobile phone, it will be confiscated. The confiscation periods are:

- On a first offence (in an academic year) they will be held at reception to be collected at the end of the day by the student.
- Further offences will result in the phone having to be handed in at reception and collected at the end of the day by the student, for an increasing number of days.
- Further offences will be dealt with at the discretion of the school.

If a parent/carer needs to contact their child during the academy day, they should continue to telephone reception and the academy will pass on the message.

APPENDIX 5

Knole Academy Behaviour Pyramid (Replacing the behaviour ladder)

Persistent poor behaviour

Support, intervention and sanction pyramid

High level concern due to the impact the persistent poor behaviour

Support, interaction and sanction (may include)

HOY/DH/SDH/HD meeting, behaviour report, further internal referrals made, inclusion support, bespoke, individualised timetable, external referrals made these may include further LIFT advice, Early Help, DOS or second DOS offered, second or further PSP considered, PRU place considered, further detentions, behaviour zone further fixed term suspension, inclusion officer support within the LA, PEX considered further parental support and intervention.

Moderate level concern due to the impact of the persistent poor behaviour

Support, interaction and sanction (may include)

HOY meeting, behaviour report, HOY contact home, internal referrals made/rereferred, PSP reviewed, amended, further SEN discussion and possible investigation, Outreach referral made, external referrals such as LIFT and Early Help, DOS considered and discussions with parents/carers, further detentions, behaviour zone and suspensions, initial discussion with inclusion officer within local authority, further parental support and intervention.

Low level concern due to the impact of the persistent poor behaviour

Support, interaction and sanction (may include)

Tutor meeting, behaviour report, tutor contact home, Internal referral made, PSP, cross curricula discussion, SEN discussion, detentions, behaviour zone, external outreach referral considered, parent/carers intervention.



Behaviour Reflection Sheet

Name: _____
Incident date and place: _____
Form Group: _____

Explain what happened, that led up to you being here today. Describe your *thoughts* and reasons for your actions.

How do you think the other student(s) involved felt at the time?

How do you think the member of staff felt at the time?

What impact could your actions have had on your peers' education or class-work?



Making things right for yourself and others

If you were in the same situation again, what would you do differently?

What can you do to put things right?

Student signature:-----
Date:-----
Staff signature:-----
Comments? -----

What support do you need so that this does not happen again?

APPENDIX 7

Incident types on Arbor (condensed)

Incident type	Link to code of conduct	Severity
Verbal abuse/threatening behaviour against an adult	Safe	-5
Verbal abuse/threatening behaviour against a student	Safe	-5
Vandalism	Respectful	-3
Use or threat of use of a weapon or prohibited item	Safe	-5
Use and/or distribution of illicit substances	Safe	-5
Uniform infringement	Ready	0
Truancy of part or a whole lesson	Safe	-1
Leaving a lesson without permission	Safe	-2
Theft (severe/repeated)	Safe	-5
Theft	Safe	-3
Smoking/Vaping in school uniform	Safe	-4
Sexual misconduct	Safe	-5
Serious threat to Health & Safety	Safe	-5
Second chance daily detention	4B's	-3
Report expectations not met	Engaged/Ready	-3
Repeated lack of Equipment	Ready	0
Repeated (2+) failure to bring PE kit	Ready	-2
Removed from lesson by ELT	Respectful/Safe/Ready	-3
Refusal to leave the classroom or go to parking	Respectful	-2
Promoting/advocating poor behaviour such as a fight	Safe	-4
Poor conduct outside in corridor/outside area	Safe	-3
Physical Assault against an adult	Safe/Respectful	-5
Physical Assault against a pupil	Safe/Respectful	-5
Physical contact with staff or student (not assault)	Safe	-5
Persistent uniform infringements	Ready	-3
Persistent lateness to am form/lesson 6	Ready	-3
Persistent failure to produce homework	Engaged	0
Persistent lateness to a lesson	Safe	-2
Persistent bullying	Respectful	-5
Persistent poor behaviour (over a half term/term/year)	Safe/Respectful	-5
Parked for lesson	Respectful	-2
Pastoral/HOY use only	4B's	0
Offensive language (about a protected characteristic not directed at another student)	Safe	-1
No PE/dance kit	Ready	0
Multiple BP's in one day (5+)	Respectful	-4
Multiple non-attendance at detentions	Respectful	-5
Missed department detention	Respectful	-3
Missed class teacher detention	Respectful	-2
Missed 60-minute ASD	Respectful	-5
Misbehaviour in after school/daily detention or BZ	Respectful	-5
Lateness to a single lesson	Ready	-1
Intent to supply drugs	Safe	-5
Indirect verbal abuse	Respectful	-4

Inadequate Work	Engaged	-1
In out of bounds area	Safe	-3
Impero Alert (IT infringement)	Safe	-3
Illicit Substances (under the influence)	Safe	-5
Head of Year and Pastoral use only	4 B's	-5
Failure to attend/walk away from daily detention/dept detention	Respectful	-4
For middle leader use (HOD and HOY)	4B's	-4
Direct Verbal Abuse towards Adult	Respectful	-5
Defiance/Disruption/Rudeness/Insolence	Respectful	-1
Damage to School Property	Respectful	-1
Confiscation - phone, jewellery, headphones etc	Ready	0
Bullying - Religion or belief	Respectful	-4
Bullying- Homophobic/Transphobic/Biphobic	Respectful	-4
Bullying - on social media, impacting on school	Respectful	-4
Bullying - Sexist	Respectful	-4
Bullying - Racist	Respectful	-4
Bullying - Cyber bullying	Respectful	-4
Bullying - Disability	Respectful	-4
Bullying (other than of a protected characteristic).	Respectful	-4
Bringing the academy into disrepute	Respectful	-5
Being in possession of drugs paraphernalia	Safe	-5
Banned items minor eg water pistols	Safe	-1
Banned Substances (possession)	Safe	-5
Arson	Safe	-5
Abuse of time out/toilet/early exit pass		

APPENDIX 8

Managing Serious incidents

All incidents are managed according to their severity in an appropriate manner. When making a decision about whether to investigate an incident staff should use the Behaviour Policy to see if it has been breached. Serious incidents are those which may lead to permanent exclusion.

When a serious incident is thought to have occurred, the situation should be reported to and managed by a member of the extended leadership team.

Management of Incident

1) Contain and assess the situation:

- Safety of all students and staff. Deal with any immediate hazards and emergency first aid situations.
- Separate the students involved in the incident by delegating their care to various staff. This will defuse the situation, prevent collusion and ensure students get appropriate support.
- Preservation of evidence eg; graffiti, blood etc. In the event of not being able to preserve the evidence then photographic and witness evidence may be used. This may also include CCTV footage.
- Continue to assess the situation recording significant factors as soon as practically possible – this is not statement taking. This will inform initial decisions.

2) Consider, with the Headteacher/Designated Safeguarding Lead and others with specialist knowledge, the nature of the circumstances and make an initial decision on whether to refer to Police or social care for advice or action.

Please note:

- Any substance related incident needs to follow guidance on dealing with drugs related incidents.
- Any incidents involving inappropriate sexualised behaviour or sexual misconduct should be assessed as to whether social care should be contacted and if unsure an approach to the duty team can be made for advice.
- Any incidents involving offensive weapons or drugs should consider police involvement as they may meet the threshold of being criminal offences.

3) If referring to the Police or social care, please refer to the relevant information in this guidance and/or the child protection and safeguarding policy.

4) If the school are to investigate internally then proceed to interview students and take statements.

Police Involvement

There will be exceptional circumstances where the Headteacher feels that a serious criminal act has taken place and the suspension and permanent exclusion guidance highlights that these might include:

- Serious actual or threatened violence against another student or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon.

The above list is not exhaustive but in each case, it is serious enough to affect the discipline and wellbeing of the school community

Informing the police.

The decision to inform the police should be taken by the Headteacher/senior member of staff following containment and assessment of the situation. The Headteacher should be guided by guidance on 'When to call the Police' and 'Kent Police Reporting Incidents in School' found in section 4.

The school will dial 999 in the event of an emergency and 101 if it is not an emergency.

While the police are investigating an incident the school should refrain from taking statements unless the police have given permission to continue. In some cases there can be sharing of information to avoid duplication of statement taking.

Should a situation arise where the Headteacher feels that he/she will permanently exclude the student but has not been able to investigate fully due to police involvement then the Headteacher will need to make his/her decision based on the information available at the time. The governors will review this decision in the normal way and it would be for the Independent Review Panel to address the issue should new evidence come to light following the parallel police procedures concluding. In order to ensure that the Independent Review Panel can address this issue the review panel has the right to adjourn which the Governors' panel does not have. It should also be remembered that the police work on the judgement of 'beyond reasonable doubt' while the Headteacher makes the decision on the 'balance of probabilities'.

Incidents outside the Headteacher's jurisdiction

Child Protection and Information Sharing protocols allow Headteachers and the police to share relevant information where appropriate. It may be that the Headteacher receives information that a student has been involved in a criminal act that has taken place outside the jurisdiction of the school. In this situation the Headteacher needs to take into account whether, in the interest of the student concerned, and the school community as a whole, the student should return to school or have arrangements made for education off-site. These incidents would normally already be under investigation by the police.

Social care involvement

In any instance where it is thought that a child is at risk or has been subject to significant harm an immediate referral should be made to the Designated Safeguarding Lead for the school. The Headteacher should also be informed.

The Designated Safeguarding Lead will then instigate appropriate procedures.

If the situation requires a referral to social care and/or the police, the school should not undertake any action that may undermine the investigation by these agencies. This would particularly involve refraining from taking any statements or further questioning the parties involved. The school should liaise with social care for information and permission to continue with the school's investigation as appropriate.

Student Statements**Introduction**

In order to be fair to all students and staff, the taking of witness, perpetrator and victim statements is an important part of investigating incidents. CCTV evidence will also be used where appropriate.

The intention of taking student statements is to assist teachers and school staff in obtaining and recording an accurate and truthful account of incidents that breach the school's behaviour policy and that occur under the jurisdiction of the school. All parties involved should be able to give their own accounts of what has allegedly happened and thus facilitate a measured and considered response from the Headteacher in taking action as natural justice and the balance of probability would dictate.

When investigating alleged incidents, a thorough investigation will be carried out by considering all the evidence and ensuring that the alleged perpetrator and any witnesses have been able to give their version of events.

Where the school's case rests solely or mostly on physical evidence, and where the facts are in dispute, the physical evidence should be retained if practicable for any permanent exclusion panel. If there are difficulties in retaining evidence then photographs, CCTV images or signed witness statements are acceptable.

A student's written statement is preferable to be used at permanent exclusion meetings rather than these students appearing as witnesses. Knole Academy therefore uses anonymised written statements at Governor Disciplinary Meetings.

Principles for taking statements

Statements should ideally be of such a standard that they demonstrate the professionalism of the staff involved in the unlikely event of them being used in any legal proceedings.

The academy reserves the right to take witness statements without a parent present as it has in loco parentis powers.

All written statements must be attributed, signed and dated.

All statements must be placed in the student's file at the end of the investigation and kept for a period specified by legal guidelines.

To ensure that school staff can be confident as to the validity and reliability of statements it is expected that statements will always be written at school under the supervision of the school staff. There may be extenuating circumstances in rare situations which means that statements written somewhere other than at school are accepted.

It is vital that the perpetrator, victim and witnesses must make their statements separately as it results in an objective investigation and the question of collusion is negated. In situations where the facts are in dispute it is likely that students will be kept away from their peers while the investigation is conducted. This could be in an isolation room, or with a designated member of staff. Investigations will be completed as soon as is practicable, but the school will ensure that the investigation identifies, on the balance of probabilities, the key facts of any incident.

Jurisdiction

The Headteacher must ensure in the first instance that the alleged offence took place under his/her jurisdiction. Incidents that are under the Headteacher's jurisdiction are those that occur on the school premises and other premises where a student may be registered to receive their education. These may include coming to and from the academy on foot or by public transport, school journeys, school trips, work experience and college placements. Alternative full time educational providers with dual registered students come under the jurisdiction of the Headteacher of the home school but the senior

staff at these full-time educational providers will manage all serious incidents that occur on their site. Liaison will then take place between the provision staff and the head teacher at the host school, to develop a way forward as appropriate.

The current guidance outlines that behaviour incidents in the immediate vicinity of the school or on a journey to and from school may result in suspension or permanent exclusion from school. The guidance also states that the Headteacher may exclude a student for behaviour out of school, but not on school business, when there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. The school's behaviour policy should outline that the school will investigate incidents that occur in the interests of natural justice and with the teachers acting in their capacity of "in loco parentis" and with a duty of care. Knole Academy takes the view that if students are in school uniform any misbehaviour will fall within the school's jurisdiction because the students are representing the Academy. In addition, if students are using electronic media to bully, abuse, intimidate or otherwise contravene the good behaviour policy then this is also viewed as within the school's jurisdiction so that the mental and physical well-being of students can be protected.

Refusal to give a statement

If the perpetrator, victim or witness refuses to give a statement then the school should document this and ensure that they have tried all means to obtain this information depending on the reason given for refusal. It is important for the Headteacher to be able to make a decision in the full knowledge of the circumstances. Where there are missing statements the Headteacher must make a decision based on the evidence available. In schools incidents are assessed on a 'balance of probability basis.'

Appropriate person to take statement

Where practicable, the member of staff taking the statement should not have been involved in the incident.

In taking a statement from a student, consideration should be given to their age, aptitude and ability in terms of the process and the appropriate format chosen eg.; in supporting younger children or those with special identified educational needs, or those who are clearly distressed or shocked for whatever reason. The member of staff can act as a scribe if this will lead to a more accurate and / or readable statement.

Consideration should be given to students for whom English is not their first language – such students may express their case more accurately in their first language through an interpreter.

Setting the ground rules for taking statements from witnesses

It is important that the staff member taking the statement outlines the ground rules below to ensure the student is aware of the procedure.

Students might only divulge information to persons with whom they feel at ease and in whom they can trust. The interviewer should have the skills to put the student at their ease at the start of the interview. Consideration should be given to the environment in which a statement is taken.

Witnesses should be informed of the time and place of the alleged incident but given no unnecessary details as their statement needs to reflect their recollection of what occurred.

Students should be reassured that the investigation will be fully investigated in a fair manner and outline that this is their opportunity to ensure that their voice is heard.

The staff member should outline that everyone involved with the incident will be asked to give a statement including the alleged perpetrator/victim and all witnesses (both students and staff).

The staff member should outline how the statement is to be taken eg, student following format with prompts or adult writing it down.

The staff member should outline that the student can take as long as necessary for the statement – there are no time restraints of having to return to lessons etc.

The staff member should outline the importance for honesty and that this statement will be used as part of the investigation – this is not a confidential experience the outcome may eventually be shared with others. If appropriate the student should be assured that personal information will be treated with sensitivity and not disclosed to anyone unnecessarily.

The witness should be informed that their statement may be used by the Headteacher. Witnesses should be informed that if their statement needs to be used then it may be done anonymously.

The witness should be allowed to correct or add anything that is necessary if on discussing the matter with a member of staff once the statement is written they realise that information has been omitted or is incorrect. Students or staff members may be asked to rewrite the statement if it becomes apparent, due to other evidence that their original statement is incorrect. To conclude the process the student will sign it to show that it is a true record of what the student stated.

Setting the ground rules for taking statements from alleged perpetrators

The alleged perpetrator must be informed of the basis of the case against them, and this should include a description of the alleged offending behaviour and the time and the place of the incident.

The above ground rules for taking statements from witnesses should also be outlined to the alleged perpetrator.

Choice of format for taking statement

The choice of the two formats outlined below should be chosen by the person responsible for taking the statement and should take into account the individual situation and the student's needs.

Formatted interview

(See Student Statement Form)

This is when the interviewer asks the student to complete a formatted statement that contains prompts.

- It is important to record the time and place of the interview.
- It is important to record the names of the people present at the time the statement was taken.
- The student completes this on his/her own and it can be supplemented with questions by the interviewer once the student has completed the form.
- Any questions asked by the interviewer must be written down as asked and the student's response then written down.
- The completed statement must be read back to the student and signed as a true record by both student and staff member.

Although witnesses are ideally kept from colluding by keeping separate it is possible to use this format with several witnesses at once in certain circumstances as they can be asked to fill them in without speaking to each other, although all are in the same room and writing at the same time.

All statements must be attributed signed and dated by the student giving the statement.

Taking a written statement

- This is when the student is asked to give their account verbally with the interviewer allowing the student to freely recall what happened.
- The interviewer needs to write the responses down.

- The interviewer takes exactly the facts given and does not make any remarks even if they know the facts to be different.
- Statements are rarely given in chronological order so added information should be written in in chronological order, referring to when it should have been outlined.
- If you need to prompt with a question, it must be written down within the statement.
- Avoid the use of closed questions unless you have chosen to ask such a question for a reason.
- All statements should be attributed signed and dated by the student giving the statement.
- The interviewer should also sign the statement and outline his/her role in the school.

Hearsay Evidence

Hearsay evidence refers to information that a witness has heard but does not have first-hand knowledge of. It may be useful in eventually establishing facts but must always be treated with caution. The statement should be clear that the information is 'hearsay' rather than first hand so that it can be given appropriate weight when a decision is being made.

Attributing And Anonymising Statements For Use In Permanent Exclusions

All written witness statements must be attributed and signed and dated. In most situations Knole Academy will protect the anonymity of students by using typed up and anonymised statements. The original statements will be available for decision makers to peruse to verify their integrity. It is not expected that witnesses will attend Governor Disciplinary Panels. However, the subject of the panel would be expected to attend in most cases.

APPENDIX 10

Rewarding Student Achievement and Commitment (Minor changes for clarity)

Our Principles:

All students will abide by, and be rewarded for, the four B's as stated in our code of conduct:

- Be safe, be ready, be respectful and be engaged

Individual awards:

House points	House points are logged on Arbor.
1 House points	Exceptional achievements within the classroom awarded by teachers
3 House points	For use by middle leaders only/ 3 rd place house competitions
5 House points	For use by middle leaders only/ 2 nd place house competitions
10 House points	Senior Leadership team only for example for 'smashing it' nominations
20 House points	Headteacher award only

Every logged house point triggers an email communication home.

Individual Prizes for the highest amounts of house points received each term:

Gold Prize: 3 x £25 Allinone vouchers

Silver Prize: 1x£15 for one student in each house in each year level (20 £15 Allinone vouchers)

House awards:

Winning houses are awarded with trophies for the following:

- Attendance winner
- Most House points in KS3
- Most House points in KS4
- Best form group awarded to the form group that have received the most house points
- overall house champions – based on number of points
- the sports house award—based on a number of highly competitive sporting competitions throughout the year including sports day, rugby, netball, football and handball
- Engagement award awarded to the house with the highest number of students that have received house points

Other rewards

- Heads of Year have a dedicated budget to organise fun reward events for their cohort. K-Fest is a dedicated afternoon in the summer where the top 80 students for house points in year 8, 9 and 10 get an afternoon off to enjoy ice creams, inflatables, sports games and music. Criteria for winning a ticket is less than 5 behaviour points for the year and attendance over 90%. If they do not make those criteria their ticket goes to number 81 and so on.
- 100% attenders will receive attendance prizes
- Annual prizegiving for years 8 – 13
- Inter-house events result in house point prizes for event winners

Reintegration from Suspension (Meeting template)

Knole Academy Reintegration Meeting Agreement

Name of student:.....

Reason for the suspension (taken from the suspension letter):

Date of first reintegration meeting:

Reflections on how the behaviour effected the student and others:

Reintegration strategy (to meet the high expectations of behaviour in line with the code of conduct):

This could be the pastoral support plan. It should include responsibilities as per the triangle of responsibility.

The Triangle of Responsibility
 Taking responsibility allows us to grow. Attributing blame and making excuses prevents this vital growth.

Students

Examples

1. Go to bed at a sensible time without distractions
2. Apply yourself to your education and consider your actions before you act
3. Take time to think and reflect about your attitude and behaviour and the impact it has on you and others



Knole Academy

Examples

1. Communicate effectively with students and parents
2. Consistently apply the behaviour policy to reinforce positive behaviours and remove negative ones.
3. Ensure all school stakeholders can access the behaviour policy

Parents/Carers

Examples

1. Ensure there are rewards and sanctions at home for attitudes and behaviours both in and out of school
2. Research and involve external support outside of school to support your son/daughter. This could be via the GP or through online support groups.
3. Keep school informed of concerns or issues involving your children.

Strategy review date:

Signed: _____ Senior member of staff

_____ Parent

_____ Student

DfE Guidance on Reintegration After a Suspension or Off-site Direction

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

27. Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start;

helps them understand the effect of their behaviour on themselves and others;

teaches them to how meet the high expectations of behaviour in line with the school culture;

fosters a renewed sense of belonging within the school community;

and builds engagement with learning.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school.

During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents.

It is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.

To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.

A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary.

Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time education, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing a part-time timetable with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and must treat absence as authorised.

Schools can consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
- Daily contact with a designated pastoral professional in school;
- Use of a report card with personalised targets leading to personalised rewards;
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- Planned pastoral interventions;
- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential external support.

Appendix 12

For suspension and exclusions, please refer to the AAT Suspension and exclusions policy.