Behaviour Policy

2025-26

www.kaa.org.uk

Last reviewed August 2025

1. KAA MISSON STATEMENT

INTREPIDUS
(adj.)
Definitions: undaunted, fearless, bold

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – **INTREPIDUS** – will help us to realise our ambition.

As KAA staff we aim to:

- create a culture of high aspirations, high motivation and high achievement for all
- build a strong community based on fairness and personal responsibility
- welcome, value and respect all who come in the school
- be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- promote positive dialogue and partnership with our community.

Our four core values are:

Excellence
Creativity
Resilience
Citizenship

We know that they will guide our work to create an outstanding Academy which can transform the lives of our students.

INTRODUCTION

Students play a vital part in ensuring the success of the Academy. We aim for an environment that enables and encourages all members of the community to aspire to excellence. This can only be done in the context of clearly understood boundaries which encourage excellent behaviour. It is widely understood that poor behaviour such as disruption of lessons will lead to lower attainment, especially for our most vulnerable students.

As a school community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents, carers and visitors) as well as to our students. Only by example can staff teach and demand high standards of behaviour from students.

We also recognise that the success of the policy depends on the full support of parents and guardians. To this end, the Home / School Agreement has been drawn up which reflects the expectations of KAA. This is agreed and signed by all relevant parties upon induction to KAA and acceptance of a place at the Academy.

This policy takes into account the relevant guidance and requirements from all D*f*E documents.

This policy should be read in conjunction with:

- The anti-bullying policy
- The attendance policy
- The safeguarding policy
- The PSHE policy
- The suspension and permanent exclusion policy
- The staff code of conduct

LEADERSHIP AND MANAGEMENT

This policy has been approved by the KAA Board of Trustees and is reviewed regularly.

Key Staff responsible for Behaviour are:

- Ryan Bernard (Senior Vice Principal)
- Amy Gurnell (Vice Principal)
- Director of Learning (DoL) team

Staff induction and development

As part of new staff induction processes, all new staff are trained in the implementation of the KAA behavior policy. This is supplemented by further training and guidance through the KAA staff CPD calendar. This training is designed to support both the whole staff body and targeted staff groups, to manage behaviour effectively. Further support is provided to staff through our whole-school processes, including leverage mentoring, the coaching programme and the line-management system. The ESLT team provides day-to-day immediate support to all staff, where issues present themselves in school.

Dealing with Malicious Allegations

All members of staff are expected to treat students with appropriate respect, as outlined in the KAA Staff Handbook, and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the RBKC safeguarding teams where appropriate.

Where an investigation concludes that the allegation was, on the 'balance of probabilities', malicious in nature, a decision will be taken by the Principal about what further action may be appropriate. Suspension or PEX may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

AIMS OF OUR BEHAVIOUR & ETHOS POLICY

- To ensure the Academy reflects the values expressed in our mission statement
- To make clear the positive and constructive rules of conduct as agreed by trustees, staff, parents and students
- To set the framework for rewarding positive and responsible behaviour
- To make explicit the procedures to be followed and sanctions applied should behaviour fall below these standards
- To ensure the school is a safe, fair, supportive and happy environment for all
- To encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- To ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

The policy is based upon advice from the Department for Education and the SEND code of practice.

THE KAA STUDENT CODE OF CONDUCT

All KAA students will…

- wear their uniform with pride
- be prepared for learning and have all my equipment, every lesson and every day
- communicate politely and respectfully to each other, staff, members of our local community and visitors to the school
- make sensible choices and avoid risky behaviour; including appropriate use of social media apps
- adhere to all health and safety rules, which have been implemented in line with Government guidance
- live the Academy values of excellence, creativity, resilience, citizenship and demonstrate **intrepidus** in all that they do

Our **Student Code of Conduct** outlines our expectations for our students:

- in lessons
- in the community of KAA
- in the local and wider community

In **lessons** to help me achieve, I will…

- stay focused and on-task at all times

- try my hardest, and not look for shortcuts
- arrive promptly and be ready to learn
- follow all instructions from my teacher first time and without question
- bring my planner, water-bottle and all other equipment necessary for school every day
- enter the classroom silently, greet the teacher, and stand behind my chair to say the pledge
- settle down to the 'do now' activity straight away
- show respect for my own learning and that of others by being silent when requested
- be an active learner and participate fully in all activities
- respect other people's responses and questions and learn from them by active listening
- always record homework in my planner and complete homework on time and to the best of my ability
- drink water when necessary
- make sure I catch up with my learning when I am absent from school or behind in my work
- help a classmate if they are finding the work difficult

In the **community of KAA**, I will…

- listen to members of staff and follow instructions politely and calmly, the first time I am asked
- be courteous and polite to all staff, visitors and fellow students I encounter and treat all people as I would wish to be treated myself
- go straight to lessons, holding doors open for others on the way
- walk sensibly, keeping to the left, without running or causing a disturbance
- respect other people's privacy and family life so they are not offended by what I say or do
- never insult, undermine or use abusive language towards a member of staff, visitor or other student, be it in person or via social media
- never rush, fight, play-fight or engage in any other form of physically inappropriate behaviour at any time
- never touch other people's property without their clear permission and always treat other people's belongings with respect

To take pride in the **Academy's surroundings** I will….

- help keep teaching rooms pleasant, clean and tidy for myself and others to work in
- shut down PCs and any electrical items and not leave them on standby
- never, ever drop litter and always pick up litter when I see it
- never, ever indulge in graffiti
- remember that fizzy drinks, chewing gum and other confectionary are banned from KAA

Because I am an ambassador for KAA both **inside and outside the Academy**, I will….

- dress smartly in the correct school uniform at all times (including to and from school)
- always go straight home at the end of the day, and never 'hang about' at the end of the day
- care for my uniform by hanging it up as soon as I get home and keeping it clean and well pressed from day to day
- have respect for our neighbours and be helpful and considerate in the local community
- make my way to and from KAA quickly and never congregate in large groups on local streets
- never enter into any of the community gardens in our local neighborhood
- be sensitive to members of the public we share our community with – on local streets, in shops, on buses, trains etc. – and never shout or behave in a way that is anti-social to others

- always offer my seat on the bus/tube to an older person/parent with young children

As a KAA student I understand that there will be rewards if I follow the code of conduct and consequences if I do not. I understand that all my actions should reinforce my commitment to our core belief of INTREPIDUS. All KAA students believe, as Sir Rod Aldridge says,

"It is not where you come from in life, but where you get to that counts."

Further details of the school's expectations for arrival at school, conduct during the day and in departure, can be found in Annex 1.

ATTENDANCE AND PUNCTUALITY

Excellent attendance (98%+) and punctuality to school (zero lates) is an expectation of all students. For further details please see the attendance policy.

UNIFORM

Students are expected to be in full and correct uniform every day. This includes;

- black leather school shoes (no sports branding, i.e. Adidas stripes or Vans)
- white shirt (top button fastened/tucked in) and black/dark grey formal trousers or KAA skirt
- KAA tie (minimum 5 stripes in length), KAA blazer, KAA jumper and KAA school bag

Should a student have a specific item of uniform missing, they will be expected to borrow the item from the school and return it at the end of the day. No sanction is imposed for this. However, should a student not meet the uniform expectations and refuse to use the item provided, they will be placed in Internal Exclusion (IE), until this is rectified.

Please note the following, which applies to students in key stages 3 and 4:

- Make-up is not permitted
- Students are not permitted to wear fake nails and no coloured nail varnish is allowed
- Fake eyelashes are not permitted
- One small stud earring (maximum 5mm diameter) may be worn in each ear
- Nose studs are not permitted
- Bracelets, rings and other forms of jewellery are not permitted (watches are allowed)
- Hooded jumpers or fleeces are not permitted to be worn to the Academy (regardless of the weather)
- The Academy blazer can only be removed at break and lunchtime. Students can request permission to take off their blazer during lesson.
- Skirts must be knee length

We expect all parents and guardians to support us in maintaining these standards.

REWARDS

We are a school which celebrates and rewards student achievement at every opportunity. Rewards play a central role in communicating our values to students, and they underpin our positive ethos. Meaningful praise is a key component of good teaching and strong relationships. As professionals, we know good

behaviour is best promoted by drawing attention to and rewarding well-behaved and hardworking students, and not singling out poor behaviour and escalating issues unnecessarily. Praise needs to be used appropriately, sincerely, and linked to tangible examples of a student's strengths. The rewards policy operates within these guiding principles.

The system also links individual recognition and achievement to the Academy house system and develops a healthy competitiveness at house level, fostering students' sense of belonging and identity. For more details on the house system, please see the House System & Rewards Policy.

Rewards System

The reward system centres on the awarding of merits and commendations. Students routinely meeting our core expectations will also be rewarded with invitations to trips and extra-curricular activities.

Merits

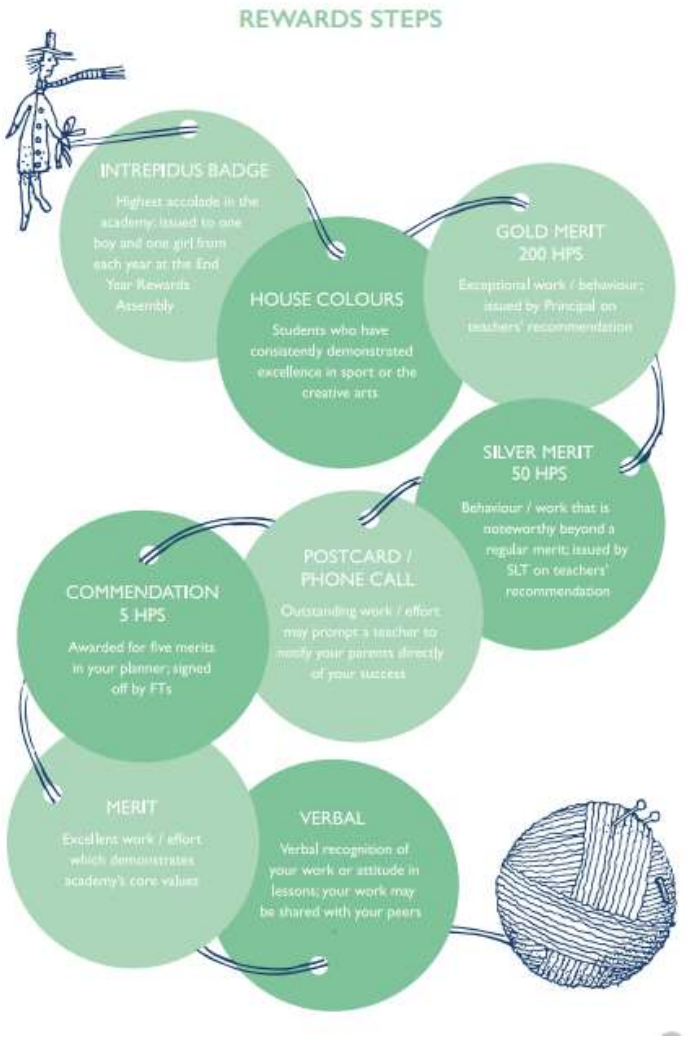
Merits will be based and awarded on the 4 core values of KAA:

- Excellence
- Creativity
- Resilience
- Citizenship

Any student who earns 5 merits will be awarded a commendation (equal to 5 house points). Merits are recorded in the student planner in the form of a merit sticker. The member of staff will sign the merit to validate it. Staff can nominate students for silver merits for an outstanding achievement above what is expected for a merit, which are then approved by an SLT member. This will lead to a silver commendation certificate and additional house points.

Staff can also nominate students for a gold merit for going above and beyond the expectations of a silver merit. Theses nominations are then approved by the Principal. Gold merits and the associated house points will only be given to students who have shown through their actions a strong support for the Academy, for example by representing the Academy in a regional or national competition or speaking at an Academy assembly or event.

The reward steps diagram (below), which can be found in student planners, outlines the different methods staff can communicate/issue rewards to students. Select groups of students will also be selected for external reward trips in relation to consistent positive behaviour, excellent attendance, academic resilience and achievement in specific subjects, participation in house competitions and whole-school productions and as part of GCSE coursework content.



Rewards and Commendation Assemblies

At the end of each half-term there will be a commendations assembly for each year group to acknowledge the successes of our students and the commendations they have received. The pastoral leadership team for the year group will determine the awards to be distributed.

At the end of each term there will be a full rewards assembly. This is similar to the end of half term assembly except that it also includes musical and drama performances, additional individual awards, readings and reflections from students and staff, and is attended by external visitors (e.g. members of the KAA Trustee Board).

House Awards

The House system helps develop a sense of belonging and healthy competition in which:

- All merits/commendations generate house points for the relevant house
- Student attendance generates house points for the relevant house

- Interim house competitions also generate house points and contribute to the overall house awards at the end of the year

More regarding the house system can be found in the House System & Rewards Policy.

Positions of Responsibility

Giving students positions of responsibility is an important way of rewarding hard work and good effort, as well as exemplifying the culture and ethos of the Academy. Our student leadership positions will evolve organically, as the needs of the Academy change. The appointed Head Students lead a team of prefects, all of whom are part of the sixth form cohort. The Student Council is chaired by the senior prefect team and consists of students from all key stages and the Grandin Centre.

In addition to the student positions of responsibility stated above, the following roles will support the smooth running of the Academy and specific events, including:

- Form Representatives
- Student Librarians
- Student Technicians
- Anti-Bullying Ambassadors
- Performing and Creative Arts Ambassadors
- House captains (each key stage)

Adjustments to our reward system and the timing and nature of awards will emerge and develop. We will always be responsive to the achievements and efforts of our students and recognise the positive reinforcement of praise. Our belief in Intrepidus is the foundation of all the work that we do with our students at KAA.

SANCTIONS AND THE STEP SYSTEM

Overview

Our behaviour system is based on respect and safety for all. If we allow this culture to be breached, then we will undermine the civil liberties of our students and staff: they are all entitled to feel safe and respected at school. The protection, comfort, and security of all members of our community is paramount. We will - through careful transition, extensive SEN support, and consistently excellent teaching - do our very best to support students who find it hard to behave. We will also have fair and transparent systems for dealing with disruptive behaviour that interferes with the efficient education of our wider student body. We keep all behaviour systems under review and from time to time will make refinements, which will be communicated to all staff, parents and students.

Behaviour Steps for conduct in lessons

The principal system for tackling low-level behaviour in the classroom is the use of the KAA 'Behaviour Steps'. This system is used consistently by every teacher in every classroom. It sets out for students and parents in a transparent way the consequences for poor behaviour. A behaviour step is issued for any behaviour that is off-task and interferes with the teaching of subject content or interferes or distracts others from learning.

The steps are designed to de-personalise behaviour management by communicating clearly to students that actions have consequences and that sanctions are the inevitable result of poor behaviour. A final advantage of the steps is that they help teachers give students the opportunity to correct poor behaviour before being issued with a detention. For further detail on the implementation of behaviour steps and examples of off-task behaviour see Annex 2. As a result, students should be able to self-manage and make positive behaviour choices.

Steps process

1. S1 warning
2. S2 warning
3. S3 Sanction *(45-minute detention)* will be recorded
4. Relocation *(removal to alternative classroom)*

Conduct around the academy site

Student are expected to move around the academy site in a sensible and respectful manner. Staff are on duty throughout all social times to supervise and support students. It is an expectation that students follow staff instructions, in order to keep the environment safe. More information can be found in Annex 3.

DETENTIONS AND INTERNAL EXCLUSION

Detention Overview

Detention is a sanction permitted under Section 5 of the Education Act 1997 and takes into account the 2011 Education Act. The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining students after school. The Act confirms school's powers to use detentions by making it lawful for schools to put students aged under 18 in detention without parental consent at a variety of times outside school hours. Other legal requirements as regards detentions remain unchanged.

Whilst no longer statutory, the Academy will endeavour to give parents notice in most cases. This is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements regarding the child. Although legally the Academy does not have to give notice, where long detentions after school are given, the Academy will notify parents/guardians via the Student Planner, email, text message or a telephone call home. It is the student's responsibility to ensure that his/her parents are made aware of the reason for detention. Parents will also be able to access details of the sanction (type and teacher who issued) via the SIMS parent app. For technical support, please contact: simsparent@kaa.org.uk.

Detentions

All detentions will take place on the same day as the incident, if recorded before 1.30pm that day. Any detentions received after this point, e.g. period 5 or 6, take place the following day. Detentions vary in length (30/45/60 minutes) and these correspond to the type of sanction imposed, see detention poster below. Should a student accrue multiple detentions in the same day, this will lead to an increase in detention length.

Behaviour points and formal warnings

30 MINUTES (1 POINT)	45 MINUTES (2 POINTS)	60 MINUTES
Banned item	Continue to disrupt in class (after S1/S2)	Missing a 45 minute detention
Physical contact		Late to school x3
Eating (incorrect area)	Missing a 30-minute detention	IE and/or suspension (10+ points)
Uniform infringement	Challenging a sanction	Missing 60 minute detention
Late to lesson / assembly	Physical contact (level 2)	Extreme defiance
Littering	Relocation (3 points)	Fighting and high-level physical contact
Equipment missing	Late to school x2	Truancy
Corridor/staircase behaviour	Inappropriate language	Leaving a classroom/academy without permission
Playground behaviour	Defiance	Uniform (unresolved and persistent issue)
Homework (incomplete)	Rudeness	Damage to school property
Assembly infringement	Graffiti	Offensive language (intolerance to protected characteristics)
Classwork unsatisfactory	Homework (not attempted)	Swearing directly at a member of staff / peer
Planner infringement	Dishonesty	Range of inappropriate behaviour (inc. 5+ behaviour points)
PE Kit	Time-out misuse	Theft
Library misuse	Mobile Phone (handed in)	High-level banned item
	Equipment missing (repeated)	Bullying
	Missing compulsory club	Smoking (including vapes)
		Social Media (misuse)
		Community behaviour

Each detention has an allocated number of behaviour points (see poster, above). Incidents are logged centrally to all individual student profiles. The pastoral team regularly reviews behaviour data, to ensure concerns are addressed and parents informed. The behaviour point data will also inform decisions in relation to the school's formal warning process. For more information, see Annex 4 & 5.

Missed Detentions

Any student who misses a detention without valid reason, will be issued with the next level sanction. For example, missing a 45-minute detention will result in a 60-minute detention being issued. For KS3 students, failure to attend 60-minute detention will result in internal exclusion (IE). KS4 students who miss a 60-minute detention will be issued with a 2-hour Friday leadership detention and will not be sent to IE. However, this may be reversed by the extended leadership team (eSLT), should they deem it necessary and/or this is a recurring issue with a specific student.

While the Academy is under no obligation to rearrange detentions out of convenience to a parent or child, exceptions include a medical appointment (evidence provided) or a pre-established reason authorised in advance by the relevant DoL/SLT. Students will also accrue additional behaviour points for failing to complete their sanction.

Internal Exclusion (IE)

IE is an isolation classroom, in which students continue their learning away from the timetabled curriculum. IE is used when a student's conduct requires them to be removed from circulation. The behaviour poster indicates the type of incidents which may result in an IE sanction. Furthermore, a student may be placed in IE for other reasons including;

- investigation of a high-level incident

- failing to attend Friday leadership detention
- following suspension, as part of the reintegration plan
- whilst awaiting transfer to an alternative provision

Parents will be informed of any such incident via phone or email at a convenient time, following the sanction being applied. Refusal to attend the IE room may lead to a suspension, which will be issued by a Senior Vice Principal, Vice Principal or Principal. The student will complete their IE sanction on their return from the suspension. Details of the IE system and examples of behaviour at different levels can be found in Annex 6.

SUSPENSION AND PERMANENT EXCLUSION (PEX)

Suspensions

A student will face suspension following a serious breach of the Academy behaviour policy or evidence of repeatedly failing to comply with expectations. Examples of what is considered a serious incident and our processes can be found in Annex 7. Only DoLs or SLT can sanction IE and the Senior Vice Principal or Principal will authorise any suspensions. The decision to permanently exclude a student can only be taken by the Principal. The number of days for a suspension is determined by the severity of the incident. A student's previous behaviour will also be taken into account when determining the severity of the sanction imposed. Parents will be notified by phone and a letter will be sent via email. For more information in relation to suspensions and permanent exclusion, please see the suspension and permanent exclusion policy.

In event of a suspension of longer than five days, a suspension taking a student's total number of days over 5 days in one term, or permanent exclusion, the family can - if they consider the decision unfair - make representations to the Board of Trustees. Details of how to do this are provided in the suspension letter sent to parents.

The academy has a partnership agreement with other local secondary schools, as part of a behaviour management strategy. As a result, the academy may deem it appropriate to direct a student to one of these other mainstream provisions to complete an intervention placement for a set period of days. This may be considered instead of a suspension process being applied. The student attends the school in KAA uniform and completes work set by KAA in the host school's isolation area. A senior leader will report back to KAA in regard to the placement and completion of the sanction.

CONDUCT IN THE WIDER COMMUNITY

Expectations of behaviour outside school

KAA serves a vibrant, diverse and ambitious community of students and parents in North Kensington. It is also a very close community. In any secondary school it is true that the behaviour of students towards each other and members of the wider community outside of school is as relevant to the welfare and safety of students inside the building. In a community school such as KAA, the behaviour and interaction of students outside of school is particularly relevant to the day-to-day management of the Academy.

As such, any student who breaks the code of conduct outside of school will face the same consequences as if they were in school, irrespective of whether they are wearing school uniform. An example is that

behaviour at the bus stop or on the journey to and from the Academy is bound by the same rules as if in the Academy grounds. Also, any defiance or rudeness towards staff outside of school will be treated the same. This may also include actions which take place over the weekend or during the school holidays, as well as conduct online.

For instances outside school, suspension can be considered if the Academy considers the incident to be damaging to the Academy's reputation or of an extreme or dangerous nature that risks the safety and welfare of students and staff. This is consistent with the DfE 2014 statutory and non-statutory guidance for schools which states that incidents outside school (including those where a student is not in uniform) can be considered grounds for suspension or PEX whereby safety or welfare is put at risk or the Academy reputation is brought into serious disrepute.

The use of Social Media

The Academy recognises the benefits and opportunities that social media platforms can offer. Most platforms have an age restriction and it is expected that students do not access sites where they do not meet the usage criteria.

We anticipate that social media platforms will be widely used by our students and acknowledge that they can offer a positive means of communication between friends and family. However, social media platforms can be inappropriately used as a means of expressing negative or offensive views about peers, staff, or the Academy itself. Students are educated in the use of social media through PSHE lessons, assemblies, and computer science lessons. Where students do not meet the Academy's expectations, the Academy will apply appropriate sanctions including suspension and PEX. Students who misuse social media may also be required to undertake a social media intervention programme. Parents are expected to monitor their child's usage of social media to ensure they are using it appropriately. The Academy will request confiscation of devices, should a student be subject to repeated misuse investigations. Examples of social media contraventions can be found in Annex 8.

Mobile Phones

Mobile phones are not permitted at KAA. Should a mobile phone be seen or heard within the Academy it will be immediately confiscated by a member of staff. The phone will be placed in the KAA safe for one week and a parent will be expected to collect the phone at a pre-arranged time. A 45-minute detention will be issued by the teacher. If a student fails to hand over the phone, the student will be placed in IE until this occurs and the confiscation process can begin. The student will be expected to complete a 60-minute detention each day until the phone is handed in.

Discriminatory Behaviour, Racism and Bullying

The Academy is committed to encouraging equality, diversity and inclusion among our staff and students. The KAA community should be free from discrimination and any demonstration of such behaviour will be subject to sanction, following investigation. Students should be aware that their language and actions should be consistent, as outlined in this policy, regardless of a person's gender, age, ethnicity, religion or any other personal characteristic.

The Academy has a zero-tolerance approach towards racism and will take all necessary steps to sanction those who go against our ethos, including, any inappropriate conduct online. An important part of any sanction is to ensure the student receives further educational guidance and support around their conduct and its impact. Similarly, those who are subject to abuse will be supported accordingly. KAA students

follow a curriculum that celebrates diversity and different cultures and, led by our staff anti-racism leads, continues to be a focal point of development in our school community.

Our mission statement makes clear the entitlement of all in the Academy to be equally valued and respected and the responsibility of all to show understanding and respect for others. In light of this, bullying in any form has no place in KAA and will not be tolerated. The Academy takes active measures to ensure bullying does not occur and deals with such incidents as set out in this policy and the suspension and permanent exclusion policy. Further details can also be found in the Anti-Bullying Policy.

Drugs Education

The Academy understands the importance of providing students with a clear understanding of the dangers of drugs and the implications of drugs misuse. Our drugs education programme is mainly delivered via our compulsory PSHE curriculum and Form Tutor sessions. Both educationally and pastorally it is our duty to enable students to make informed choices and receive support where appropriate. Further details around drugs education can be found in the PSHE Policy.

SEN AND STUDENT SUPPORT

As an inclusive school, the Academy has learners with a variety of learning profiles. As a result, the Academy has a range of specialist staff tasked with supporting such learners to meet expectations and reach their potential. Students with special educational needs and/ or disabilities (SEND) which directly impact their behaviour and ability to meet specific expectations, may be subject to modified or individualised sanctions. Such decisions will be made by SLT in collaboration with the Director of Inclusion, Head of Grandin Centre and SENCO, as required. Should any specific changes be implemented, this will be discussed and communicated with the student, parents, and appropriate staff. Adapting the policy is rare and typically temporary, as it benefits the individual student and their peers to have as consistent an approach as possible.

INTERVENTIONS AND EXTERNAL SUPPORT

Interventions

The academy frequently reviews student data, to identify patterns and trends that may require support. Students may be offered a number of supportive interventions, through our own internal staff or from an external partner. These interventions and personalised support services are designed to help a student who is persistently not meeting expectations or struggling with a personal issue, which is affecting their education. Examples of these services can be found in Annex 9.

External support: Alternative Provision

Students who have received a high number of behaviour points and/or received a formal Principal or Trustee warning will be considered for a temporary alternative provision placement for a fixed period (typically 1-5 weeks). The Academy may also decide it is necessary for a student to attend the alternative provision following an isolated serious incident or where an extended investigation period is foreseen. The decision to for a student to attend an alternative provision may be taken by the Academy, in the best interests of the school and the individual concerned. Parent/carer 'consent' is not required for the placement to be activated. Non-attendance during an active placement period will be recorded as unauthorised absence.

Attendance at an alternative provision will entail a number of steps including an interview with the alternative provision provider and agreement to targets expected to be worked upon to resolve the issues raised. Students attending alternative provision will follow the curriculum offered at the specified provider. In addition, some specific work may be sent by the Academy, particularly assessments and work for KS4 students. Students will be supported by weekly contact with an allocated learning mentor and weekly contact made with parents by the provider. A final report against the student targets will be reviewed by the DoL and a reintegration meeting set with parents/carers to plan for a successful return to the Academy. A negative report may lead to further formal sanctions. Further details can be found in the suspension and permanent exclusion policy.

Sixth Form Behaviour

The highest standards apply to our sixth form cohort. The same rules apply to our senior students, as to the younger members of the school community, but sixth formers are expected to set an example. Poor behaviour will not therefore be tolerated, and sixth formers can expect suspensions, withdrawal from exams, and even permanent exclusion if they fail to meet these standards. To avoid permanent exclusion, sixth formers may be issued with a Principal and Trustee warning in the same way as those students in the lower school. However, expectations are high for sixth formers which can lead to an accelerated escalation process in some cases.

Sixth-Form Disciplinary Consequences

Although sixth form detention is separate from lower school detention, any of the categories for behaviour used for lower school students can also be applied to sixth formers and will carry the same length of detention (30/45/60 minutes – see poster above under **Behaviour points and formal warnings** heading). If a sixth form student is late to school, they will sit their detention after school and not at lunch time with lower school students (see below under **Sixth Form Punctuality** heading).

Sixth form detention occurs every day in room 212, starting at 4pm. If a sixth form student misses a 60 minute detention, they will sit the extended Friday Leadership Detention alongside lower school students.

Data will be monitored weekly by the DoL who will at times direct tutors to follow up through a conversation with the student and a parent call.

Unlike students in the lower school, behaviour points for sixth formers are not linked to the fixed number of points required to attain a Principal's warning. This is because of the very short time between starting A-levels and the first public exams. Disciplinary procedures are likely to be accelerated therefore, out of necessity, and at the discretion of the Principal and Assistant Principal - Sixth Form, though of course any escalation will be based on the balance of probability and handled transparently and clearly

Sixth Form Attendance

It is easily demonstrable that good attendance (96% minimum) and attendance to all lessons within the school day correlates very closely with meeting or exceeding targets. Poor attendance or truancy from lessons is therefore a significant disadvantage to a student and needs to be tackled robustly. For sixth formers, the best way of achieving this is within the context of the behaviour policy, and a formal Principal's or Trustee warning can be used for this purpose.

Hi Ryan,

Agree. I don't think we can charge parents/students for an exam. At best we can hold parent meetings and discourage or remove exam entries if a student isn't meeting performance or attendance expectations - but needs to be agreed with parents.

The following sanctions may apply to Year 13 students:

- Attendance drops below 96%: A parent meeting with the student may be held
- Attendance drops below 85%: A parent meeting with the student will be held to decide whether or not the student should be entered for their A-level exams

The following sanctions may apply to Year 12 students:

- Attendance drops below 96%: A parent meeting with the student may be held
- Attendance drops below 85%: Students may not enter Year 13

Neither sanction would be a decision the school would take lightly and would only ever be as a last resort. Before a student even approaches this point an attendance report will have gone home to parents fortnightly showing the percentage of lessons attended in every subject. It is this figure, rather than the overall day attendance figure that will trigger any consequences. Before sanctioning, a meeting will be held with parents to work out whether any of the missed lessons were justified, and therefore whether students are removed from exams or do not enter Year 13.

If a student is absent consecutively for 20 days or more without a reason that can be authorised, they will be written to and deregistered.

Sixth Form Punctuality

Lateness to school or lessons leads to an automatic same-day 60-minute detention after school. After lunch (when students are allowed out) they must be back punctually for their next lesson. Lateness in the afternoon will be judged from the registers.

Students in Year 13 who are repeatedly late in the morning and to lessons will face the same sanctions as for poor attendance and may be required to pay for their exam entries. Punctuality will be reported along with lesson attendance, both as a percentage and as an absolute number of days late. The following sanctions apply with approximate fees subject to change according to the exam board:

- **Late on 10% of days or more**: pay 1/3 of the exam entry fees (£100)
- **Late on 20% of days or more:** pay 2/3 of the exam entry fees (£200)
- **Late on 30% of days or more:** pay full exam entry fees (£300)

Students in Year 12 who are repeatedly late in the morning and to lessons will face escalated sanctions as follows:

- **Late on 10% of days or more:** parent meeting
- **Late on 20% of days or more:** added to afternoon study registers
- **Late on 30% of days or more:** Year 13 place in jeopardy

Late means arriving at the academy after 9am. Students who arrive after 9am will automatically have an after-school detention.

We expect all students to learn the art of excellent communication and professionally use their emails. If, for example, a student is late due to traffic and emails their DoL in advance, the detention may be waived at the discretion of the DoL. This is only likely if there is no persistent lateness.

Non-Exam Assessment (Coursework)

Some subjects have an element of coursework, usually making up between 20% and 30% of the A-level grade. Head of Departments (HoDs) will publish submission deadlines and milestones well in advance to students and parents, and parents will receive warning letters from the sixth form administration team when a milestone is missed. Any student who misses the final submission deadline will be required to pay for the exam entry in that subject and will receive a single two-week extension. If this extended deadline is missed, the student will not be entered for the exam. This is because departments have planned their teaching to maximise marks in both the coursework and the exam; endless delays over the submission of coursework detract from preparation for the exam and create a burden on staff time.

Sixth Form Academic Report

Students who are identified as under-performing due to a lack of effort will be placed on report. This will take the form of a document, which will be circulated at the end of the week for teachers to comment on. This will then be printed and sent home to parents. There are 3 levels of report, like the Lower School; Form Tutor, Director of Learning and Assistant Principal.

Sixth Form Uniform

The uniform is professional business dress.

This will typically consist of: smart tailored trousers/skirt, blouse/shirt (ties are encouraged), jumper/cardigan, smart shoes, blazer/smart jacket.

Items that are not allowed:

Trainers	Crocs	T-shirts	Sweatshirts/hoodies	Mini skirts
Jeans	Birkenstocks	Cropped tops	Tracksuit bottoms	Cargo trousers
UGGs	Hats/durags	Untucked shirts	Leggings/Loungewear	Items with bold logos

The Assistant Principal Sixth Form and DoLs will monitor attire every day upon entry and tutors will be the contingency should students manage to enter the site with inappropriate dress. Being sent home may affect their attendance and punctuality percentage with no concession. If a student is unable to wear an appropriate uniform for a valid reason, such as medical, then they will be issued a letter from their DoL to carry with them.

Lanyards are an essential part of the uniform policy. They must always be worn from the moment of entry until exit. This forms part of our safeguarding and health and safety requirements. If a student does not have a lanyard on entry, they will be sent home to collect it. If a student takes it off whilst in the building, they will receive a 60-minute detention after school. If it happens a second time, they will face a Friday

Leadership Detention and a letter home. If a third time, they will be placed into the internal exclusion room with a detention and a parent meeting.

Sixth Form Mobile Phones & Headphones/Airpods

We have a no phones policy. Students may not use mobile phones anywhere on the school site. Work must be completed on Chrome Books or laptops/tablets. If a student is seen holding or using a phone it will be confiscated. A 60 minute detention will be issued, and they will receive their property at the end of the detention. If it happens a second time, they will receive a Friday Leadership Detention and a letter home. If a third time, they will be placed into the internal exclusion room with a detention and a parent meeting. The use of AirPods/wireless headphones is confined to study spaces only and must be attached to a work device rather than a phone to watch educational videos or listen to music. AirPods/wireless headphones will be confiscated if worn walking around the site.

Sixth Form Study Periods

Students are expected to make productive use of their "study" periods. For all students, this will mean working in the Sixth Form libraries which are strictly for silent work. There is no such thing as a "free" period. Students must remain in the registered study space on their timetable for matters of safeguarding and as directed time. Failure to be present will be treated as truancy.

Sixth Form - Leaving School at Lunchtime

All sixth form students will be allowed to leave school at lunchtime. They may leave the building from 1.20pm and must be back in time for their next lesson. If a student has a double free in the afternoon, they may therefore go home at lunchtime, provided they do not have a detention or another commitment. This privilege will be removed where necessary by DoLs or the Assistant Principal for Sixth Form if abused.

Sixth Form Escalations

Detention	Up to 60 minutes after school Runs each day in room 212
Academic report (Tutor, DoL & AP6F)	For poor effort and underperformance One week checking in with a tutor One week checking in with DoL One week checking in with AP for 6F
Friday Leadership Detention	Missed 60 minute detention Repeat infringements as set out above
Internal suspension	The number of days is to be agreed upon after investigating an incident – study periods only (unless the student needs to be out of circulation)
Suspension	Principal's decision
Permanent exclusion	Principal (reviewed by Trustees)

Annex

Annex: 1 Routines and Expectations

The following routines and expectations apply to all students and will be rigorously and consistently upheld:

1. Before arriving at school

a) Eat breakfast, making use of the free breakfast club facility
b) Make sure that all homework is complete
c) Pack their KAA bag with the following items:
- Current reading book and student planner
- 1 x pencil case, to include: 2 x black or blue pens, 2 x green pens, 2 x highlighter pens, 2 x sharpened pencils, 1 x rubber, 1 x 12-inch ruler, 1 x calculator, 1 x glue stick (no white eraser fluid or scissors)
- 1 x water bottle – full
- Books/folders and PE/dance kit if required for that day

2. On arrival at KAA

a) Be on time
b) Be in full uniform and smartly presented (see uniform section)
c) Have an appropriate haircut (no lines or patterns in hair or eyebrows) no extreme designs or colours
d) Expect to be sent home or sanctioned if not wearing the correct uniform or not equipped for lessons
e) Answer questions in full sentences
f) Not have any fizzy drinks, sweets or chewing gum, as these are banned from the Academy

3. Walking around school and moving to/from lessons:

a) Follow instructions from any member of staff or adult first time
b) Walk quietly to your classroom, using the appropriate staircase
c) Move immediately to lessons once your teacher has dismissed you
d) Allow any member of staff or adult to pass through a doorway before you
e) Hold doors open for others
f) Walk on the left-hand side of the corridors and stairways and never run
g) Stay quiet and sensible on corridors and never shout
h) Maintain a quiet and orderly atmosphere in the library

4. All students will follow the same routines for entering the classroom:

a) Students will enter their classroom in a calm and orderly manner
b) The teacher will greet the students at the door
c) All students will stand behind their allocated seat and put their equipment on their desk, including planner, book and pencil case
d) The students will all say the 'KAA Pledge' with pride and purpose (*as requested)*
e) All students will start the 'do now' activity, whilst the teacher takes the register

5. During a lesson all students will:

a) Put their hand up and wait for permission before asking or answering a question
b) Always speak in full sentences (no slang terms to be used)
c) Be an active listener

d) Celebrate the successes of others
e) Understand that it is better to try and fail than not to try at all (Intrepidus) and always give 100%
f) See mistakes as steps on the road to understanding
g) Help maintain a supportive culture based on respect and teamwork

6. Moving to and from assemblies/examinations:

a) Students will make their way immediately to their form classroom following break
b) Students will move in silence from their form room to their destination, escorted by the tutor
c) Students will sit in silence unless directed to speak
d) Students will be asked to stand at the beginning of the assembly to all say the pledge
e) Students will remain standing in silence until directed otherwise
f) At the end of the assembly, all students will remain in silence whilst they are dismissed by their Director of Learning, Head of House or senior member of staff, one row at a time
g) Form Tutors and/or teachers will sit amongst their form group
h) All teaching and support staff will attend whole school assemblies and awards ceremonies
i) Staff will go on to the corridor to ensure students walk quietly to their next lesson

7. During break and lunchtime all students will:

a) Use their break and lunch time effectively to:
    - Drink some water
    - Eat as required and put all litter in the bin
    - Fruit and drinks bought from the canteen can be consumed outside
    - Go to the toilet
    - Meet with any member of staff to address any concerns (note in planner)
    - Complete any work or revision that is required
b) Say thank you to catering staff
c) Only play authorised ball games in the allocated areas
d) Follow all school rules to maintain a calm and pleasant environment for all
e) Do not gather in large groups (maximum 8 students)
f) Never engage in any violent or aggressive behaviour, including play-fighting
g) Do not wear any hooded tops - Academy hats and indoor facilities are available should it rain

8. At the end of the school day all students will:

a) Make sure they have everything they need to complete their homework
b) Attend enrichment (as per register/timetable)
c) Check the detention list and attend detention when required
d) Walk quietly through the Academy exits
e) If getting public transport, wait quietly by the bus stop
f) Get onto the bus one student at a time
g) Give up their seat to a member of the public
h) Talk quietly and never shout
i) Go straight home and do not congregate in large groups
j) Not be in local parks or playing fields in school uniform
k) Remember at all times they are representing KAA and should be a model of our core value of citizenship

Students are expected to leave site at the end of the school day once dismissed. They are not permitted to stay for unsupervised activities and will be sanctioned should this occur. Students are permitted to stay for the following;

- Enrichment clubs
- Compulsory and drop-in KS4/5 clubs
- At the request of a teacher
- To use the supervised library and study areas

Annex 2: Behaviour Steps

Behaviour steps 1-3 will be recorded on the whiteboard. This means any judgement related to behaviour is transparent to both the teacher, support staff and student. Any step or sanction issued will be communicated to the student. This can be discreetly or openly depending on what the teacher feels is appropriate. If a student is given a 45-minute detention, a text message will be sent to the parent/guardian. A member of staff will endeavour to inform the parent/carer of the reason for the detention via phone or email, where appropriate.

Relocation; a relocation occurs when a student has been issued with a 45-minute detention and their off-task behaviour persists in the same lesson. In this instance the student will be removed from the classroom and relocated to another learning space, which might include the IE room or staff office.

A relocation will accrue additional behaviour points. Relocation from the classroom is designed to ensure the lesson can continue uninterrupted and students are all made to feel safe and secure with classrooms remaining calm and orderly. The student will be expected to independently make their way immediately to the specified area. The teacher will email 'oncall' for reference and information purposes. Failure to follow the relocation process is likely to result in the student receiving a higher-level sanction.

Examples of off-task behaviour that trigger sanctions under Step 1(this is neither exhaustive nor definitive);

- Turning around to distract others
- Talking when the teacher is talking
- Not starting work despite prompts and instructions
- Making noises to distract others, including repeated tapping and calling out
- Asking inappropriate questions to disrupt the pace of the lesson
- Swinging on your chair, despite warnings
- Getting out of your seat without permission
- Refusing to follow a simple instruction given by teaching staff at the first time of asking, but adhering afterwards

Immediate sanctions (30 minute detention) is given for infringements including:

- Banned items
- Physical contact
- Eating (incorrect area)
- Uniform infringement
- Late to lesson/assembly
- Littering
- Missing Equipment
- Corridor behaviour
- Playground behaviour
- Assembly infringement
- Unsatisfactory classwork

- Incomplete homework
- Planner infringement
- Library misuse

Physical Contact explained

The Academy operates a 'no physical contact' rule; this includes aggressive and non-aggressive physical contact. This rule is managed and enforced in a measured way. It is made clear to all students that physical contact of any nature will not be tolerated. Incidents of physical contact will be dealt with by immediate sanction (either 30-minute (unprofessional) or 45-minute detention (level 2).

KAA will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour. It is highly likely that any student involved in an incident of physical aggression, whether provoked or otherwise, will face suspension, as deemed appropriate by the Senior Vice Principal or Principal.

We recognise that 'play-fighting' during social times is often the catalyst for more serious incidents. Physical aggression, even towards friends, can result in injury and cause harm and distress to others. As stated in our mission statement, we aim to create a culture of safety in which no student is in fear of harm. Incidents of 'play-fighting' contradict our no physical contact rule and is sanctioned accordingly by a 45-minute detention.

A final point to make is that physical contact can be unwelcome, and can lead to behaviour that could constitute peer on peer abuse or sexual harassment. This is a major educational focus in recent years, e.g. under the new Ofsted Framework. This is further reason we believe our policy is the right thing for students overall.

Annex 3: Movement around the Academy

The movement of students around the Academy is monitored by members of staff on duty, as well as via the extensive CCTV system. All of which is in place to support the safety of all students. All KAA students should have the independence to move between their lessons in a sensible and purposeful manner. The immediate sanctions process outlined in this policy will be applied to those students not conducting themselves appropriately. Any defiance towards staff implementing the behaviour system outside of the classroom will also be dealt with in accordance with this policy. Students who have permission to leave a classroom during learning time must follow the set timeout guidelines, or be subject to the immediate sanctions process.

Staircases and Corridors

All students should use the dedicated staircases for moving up and down between teaching floors. The Library Staircase (reception end) is designated for use by KS4, sixth form students and staff only. Classes being escorted by teachers to assembly/lesson may also use the Library Staircase and specific students with formal passes. All students are permitted to use the library staircase before (8.30am) and after school.

During the transition between lessons, students should make their way directly to the appropriate staircase to ensure they arrive to their lesson within 5 minutes. Students must walk on the left hand side of the corridor and never congregate in large groups.

The following are examples of inappropriate stairwell and corridor behaviours, which will result in a 30-minute immediate detention being issued (this list is neither exhaustive nor definitive);

- Travelling in the wrong direction on a staircase or using the Library staircase without permission
- Sliding down a stairwell bannister or causing a deliberate obstruction to general student movement
- Running up or down the staircase or jumping multiple steps / running in the corridor
- Pushing, hitting or tripping over other students or any other behaviour which could cause harm
- Screaming or shouting in the corridor or stairwell
- Throwing objects between floors; including bags, uniform or sports equipment
- Blocking students from being able to access the stairs or pass through a doorway

Social Spaces

It is important that students have dedicated time to relax and socialise with their peers at break and lunch times. It is also paramount that all students are able to enjoy the facilities and feel safe and secure in these environments. The Academy has dedicated spaces for use during these times, including; playground, dining hall, terraces, sports hall, MUGA pitch, theatre and libraries. It is essential that use of these areas are sensible and staff supervising these areas will issue the appropriate sanction should student behaviour fall below expectations. This includes queuing sensibly for access to the dining hall.

End of Day Dismissal

Students are expected to leave the Academy via the dedicated exit for their year group. Failure to follow this dismissal process will result in a 30-minute immediate detention. Please see section on 'Discipline in Wider Community' for guidelines related to student behaviour expectations.

Front Reception Exit	Sixth Form and years 7, 8 and 9
Community Exit	Year 10 and 11

Annex 4: Behaviour Points Explained

Where instances of persistent and repeated poor behaviour occur a cumulative response will be used by the Academy. In order to discourage persistent re-offence, we operate a system of escalated responses to poor behaviour over time. The more negative behaviour reports logged on a student's file the more serious the sanction / intervention. As a last resort, or in extremely serious cases, PEX would be considered.

To make this process transparent, a negative behaviour event carries a number of 'behaviour points' (detailed below).

Sanction	Behaviour Points Value (BP)
Late Detention	0
30-minute immediate detention	1
45-minute detention	2
60-minute detention	0 (to avoid double counting)
Missing 30-minute detention	1
Missing 45-minute detention	2
Missing 60-minute detention	3
Friday Leadership Detention	3

Relocation	3
Internal Exclusion (IE)	10
Suspension (1 to 3 days)	15
Suspension (3 days plus)	20

The system of stepped sanctions is of course not applied blindly; both the individual needs of students and 'mitigating factors' surrounding each incident will be considered by the Senior Vice Principal, Principal and Trustee Board. At all times strategies to avoid suspension and PEX will be used and every effort will be made to support the student to improve their behaviour.

Annex 5: Formal Warnings Process

The behaviour of all students is kept under constant review by the extended pastoral team. If a student begins to accrue a significant number of behaviour points they will be provided with additional behavioural support, meetings will take place with their parents and the school, and other strategies will be used. The table below defines only the most serious levels of escalation that can take place in the event of this support not having the desired effect, and we expect the actions in this table to apply to only a minority of students in a given year group. It is important to note that the Academy may deem it necessary to apply a formal warning following a specific high-level incident, regardless of having not met the specified threshold.

The thresholds below are used as a guideline. The implementation of any formal warning is at the discretion of the Senior Vice Principal and Principal. Warnings do not need to be applied sequentially, as they are directly linked to the individual circumstances of the student and their behaviour history.

If a student has already been subject to a formal warning, it is not a requirement for the student to reach any specified threshold within the same or following academic year before a higher-level sanction may be applied. A 'pre' warning meeting may be arranged by the pastoral team, to outline the level of concern and to inform the parents/student about the consideration of the proceeding warning being applied. However, this is not a requirement before proceeding to a formal warning stage.

BP		Action
<50	**Form Tutor Meeting**	A meeting held between the FT, student and their parent to discuss ongoing concerns. FT to feedback any important notes to the DOL and the FT actively tracks progress.
50	**DOL Warning**	Formal letter home, meeting with parents and Director of Learning. Pastoral support to be reviewed/introduced by the Academy. Alternative provision placements may be suggested at this point.
100	**Principal's Warning**	A formal meeting between the parents, student and the Principal (or Vice Principal on their behalf), to discuss the student's future at the Academy. The pastoral support will be reviewed and temporary alternative provision placement may be advisable at this point.
150	**Trustee's Warning**	A formal meeting between the parents, student, Principal (or Vice Principal) and a Trustee to discuss the student's future at the Academy. The student and their parents will be issued with a written Trustee's Warning outlining the severity. A place at a different educational setting may be considered, or an agreed managed move an alternative provision may be discussed.

If a student's behaviour fails to improve following a Trustee's Warning it is likely they will be permanently excluded from the Academy for persistent/excessive poor behaviour over an extended period of time, however the final decision will rest with the Principal.

At each stage of the formal warning process the personal circumstances of the student and family will be considered. This includes any SEN need and any home-life concerns. SLT will use their discretion where they deem appropriate, however it is important to note that the behaviour policy applies to all students. Families are welcome to bring any advocates or representatives to such meetings where they feel it may provide support.

Annex 6. Internal Exclusion

The following are examples of types of incident that will result in internal exclusion:

- Refusal to leave the classroom, following relocation
- Leaving a classroom without permission
- Swearing or inappropriate gestures – directly or indirectly at staff/peer
- Verbal aggressiveness towards a peer or adult;
- Bullying or other harmful behaviour; including behaviour which poses a health and safety risk
- Threatening behaviour – e.g. having to be restrained by a peer/staff
- Vandalism; destruction of own property, another person's or Academy property;
- Playing with fire alarms or extinguishers;
- Deliberate involvement in or instigation of conflict;
- Sexually inappropriate behaviour;
- Any comments or actions which could be considered sexual harassment, peer on peer abuse, or misogynistic attitudes;
- Wilful disobedience or serious disrespect to an adult, including personal comments towards staff
- Missing a 60-minute detention
- Extreme defiance
- Fighting
- Truancy
- Uniform (unresolved issue)
- Inappropriate / offensive language
- Demonstrating a range of inappropriate behaviour
- Theft
- Selling items without Academy permission
- Smoking / vaping
- Bullying or intimidating behaviour
- Misuse of social media platforms (Including not making the Academy aware of inappropriate content)
- Poor community behaviour and/or brining the reputation of the Academy into disrepute
- Leaving the Academy site without permission or authorisation

**All of the above examples may also be subject to suspension or, in extreme or repeated circumstances, PEX*

Expectations for students' conduct in internal exclusion:

- Students do not talk in IE, unless addressed by a member of staff

- Toilet breaks cannot occur during changeover periods and cannot be excessive
- Food for lunch will be collected and sent to IE
- Students must complete the work set – which will be checked by the staff on duty
- Students will not be allowed to leave the IE room to collect work or give work to a teacher, unless at the request of a teacher in advance
- Students, must never argue with the staff on duty about the reasons for their relocation – as this will lead to more severe consequences, such as extended IE or suspension
- Students must complete a full day (6 lessons) starting from time of entry to the IE
- Students that spend a day in IE will sit a 60-minute detention after school
- A restorative conversation will be held between relevant persons where appropriate
- Students must only access appropriate learning platforms whilst using a Chromebook or it will be removed from them

IE pass/fail system

Pass: Student meets all expectations and returns to lessons on completion of a full day
Fail: Student failed to meet expectations on more than one occasion. Student to repeat sanction

Decisions around passing and failing will be the responsibility of the relevant DOL and SLT and will take into consideration the SEN and individual learning profile of the student.

In the case of a serious incident occurring in the classroom or witnessed on site, staff will email 'oncall' and a member of ESLT will attend immediately. The sanction level will be determined by ESLT, Following further investigation as required.

Detention System

Examples of behaviour at different levels

The lists below are neither exhaustive nor definitive; ultimately, it is for the school to decide the appropriate sanction. Sanctions are cumulative throughout the day, for example x2 30-minute detentions equates to a 45-minute detention.

30-minute Immediate Detention

Late to lesson	Banned food items in school	Assembly infringement
Uniform infringement	Unsatisfactory classwork	Poor corridor behaviour
Missing equipment/kit	Physical contact	Planner infringement
Homework (incomplete)	Library misuse	Littering
Poor playground behaviour		

45-minute Detention

Relocation from a class	Missing a 30-minute detention	Inappropriate language
Challenging a sanction	Refusing a staff request	Late to school (x2)
Rudeness to staff	Dishonesty	No PE kit (x2)
Gambling	Timeout Misuse	Missing compulsory club
Graffiti	Homework (not attempted)	Physical contact (Level 2)

60-minute detention

Missing a 45-minute detention	Late to school (x3)	Not responding to member of ESLT
Following an IE sanction	Failing any level of detention	High level of rudeness or defiance towards staff
Following a serious incident	Inappropriate language / "banter"	Extreme defiance

Friday Leadership Detention (2 hours)

Failing a behaviour report	Defiance towards a senior member of staff
Repeated poor behaviour in the wider community	An accumulation of behaviour incidents
Excessive lateness during a half-term	Non-completion of suspension work
Missing a 60-minute detention (KS4)	

Internal Exclusion & Suspension

Subject to decision by Vice Principal / Principal

An accumulation of behaviour points over time for disruptive or defiant behaviour, including; Rude or abusive behaviour towards a member of staff	A single, serious incident that a senior member of staff considers deserving of IE; including theft and community behaviour
Bullying, intimidating or threatening behaviour	Accumulating 5+ behaviour points in a day
Continued and serious rule breaking, in despite of repeated interventions or following a suspension, as part of a higher sanction	Pending an investigation into an incident and witness statements need to be gathered
Repeated uniform infringements	Failing to respond to senior staff instructions
Truanting from a lesson or school	Inappropriate language or intolerance towards specific groups or protected characteristics
Extreme rudeness or threatening / abusive / discriminatory / violent behaviour towards a student / member of staff	Dangerous behaviour that jeopardises the welfare and safety of students and staff, including fighting and throwing objects over the bannisters
An accumulation of serious incidents	Behaviour, inside or outside of school, that brings the Academy reputation into disrepute
Failing to respond and adhere to the behaviour sanctions process outlined in this policy	Theft of school property or items belonging to a student or teacher

**Please note that many of the above examples could be considered grounds for PEX as either an isolated incident or an accumulation of events.*

Permanent Exclusion

Using or supplying drugs or alcohol	Using school equipment as a weapon
Endangering the lives of others by bringing fireworks or other incendiary devices into the Academy	Physical assault towards a member of staff or the public
Possession of an offensive weapon, either inside or outside of the Academy, irrespective of	An accumulation of serious incidents over an extended period of time despite repeated formal

whether a threat is issued. Where a student is aware that one of their peers has a weapon onsite and does not alert staff this can also be considered grounds for permanent exclusion	warnings and interventions. Including where the Academy is aware of persistent criminal activity and anti-social behaviour

Annex 7: Defining a Serious Incident at KAA

The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct. Involvement in any of the incidents listed is likely to result in IE, suspension or permanent exclusion:

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances, including products which imitate such items
- Where a student is aware that one of their peers has a weapon onsite and does not alert staff
- Bullying or other harmful behaviour
- Bringing 'outsiders' onto Academy property or the immediate area in order to threaten or create conflict
- Sexually inappropriate behaviour – including gestures, inference and social media use
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult
- Use of racist / homophobic / sexist / religiously intolerant language
- Deliberate involvement in or instigation of conflict
- Verbal or physical aggressiveness towards a peer or adult
- Wilful disobedience or serious disrespect to an adult
- Theft - stealing on school premises or in the community
- Bringing the Academy's reputation into disrepute by actions outside the Academy, which includes verbal/physical abuse to members of the community
- Possessing stolen property
- Destruction of a person's property or vandalism on Academy grounds or in the community
- Consistently disrupting learning within a single lesson
- Playing with fire alarms or extinguishers
- Smoking, vaping or drinking alcohol
- Truanting from a lesson/school or leaving the Academy site without permission
- Cheating in a test, assessment or formal exam
- Wearing, displaying or graffiti which acknowledges 'gang' affiliated items and phrases, including online references to postcodes, gang names or gang members
- Criminal activity and anti-social behaviour leading to arrest and or response from emergency services

Incident Investigation

It should be noted that unlike the police, the Academy does not need to prove beyond reasonable doubt that a student is responsible for a specific action. Instead, it is the academies responsibility to determine on the balance of probability and based on witness testimony, which student(s) should be held accountable for the incident which occurred.

Those alleged to have been a part of an incident, victim and alleged perpetrator(s), will be asked to complete a formal written statement. Following these statements, witnesses will be identified who will be required to complete witness statements. Failure to complete a written statement and give their version of events, may hinder the outcome for that specific student. The use of CCTV will be used where possible to support the investigation process. The Academy is under no obligation to share CCTV images or video with students or parents/carers. It is the Academy's right to refuse to share this evidence, particularly where it may contravene data protection or safeguarding protocols.

Students are likely to be held in IE or alternative isolated spaces, until the incident investigation has been concluded. Parents will be notified at the earliest convenience once the staff member dealing with the incident is satisfied they have a sound understanding of what transpired. This contact will also be used to inform the parents of any sanctions being imposed. Any incident which would be considered breaking the law is likely to be referred to our School Liaison Police Officer. Following presentation of the findings, they may deem it necessary to speak to both the parents and students. This will be communicated to the parent prior to any interview and an appropriate adult will be present. The Academy is under no obligation to await the outcome of a police investigation before applying the behaviour sanctions outlined in this policy, up to and including PEX.

Dealing with Knives and Offensive Weapons

It is illegal to carry knives or other offensive weapons both outside of the Academy or in and around Academy premises. The Trustee Board at Kensington Aldridge Academy recognises that the presence of weapons, or items which could potentially be used as offensive weapons, would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the Academy. Accordingly, it is Academy policy to forbid the possession, custody and use of weapons by unauthorised persons in the Academy or wider community and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the Academy or is required by the Academy for the purposes of teaching and learning, as necessary, for the delivery of the curriculum (for example in design technology). Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a "weapon" is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun
- Knives, including all variations of bladed object, i.e. pocket knives, craft knives, scissors, etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches, and
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use (i.e. the purpose of keeping or carrying the object is for use, or threat of use, as a weapon)

Any student found to be in breach of the policy shall be subject to action under KAA's Behaviour Policy.

The permanent exclusion of any student in possession of an implement which the Academy believes is intended for use as a weapon is most likely, although the Principal maintains the right to make the final decision. This will include incidents taking place outside of the Academy where the safety and welfare of students or members of the public is directly put at risk, or the reputation of the school called into disrepute. Were a student to have specific knowledge of a weapon in the school but not share this with staff, this may also be considered grounds for permanent exclusion, given the safety risk this behaviour would present.

Under most circumstances, both the Police and the school's designated safeguarding lead should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the Police, the Academy should give their evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or down to weapon, secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required.

There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on Academy premises decide that they need to take action before the Police arrive. If this is the case:

- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected
- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Principal, or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent
- In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation, and
- Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student

Searching Students

School staff can search a pupil for any item which is banned from the Academy. The Principal, senior leaders and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Under common law, school staff have the power to search a student for **any** item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. This includes the search for banned items as listed in the academy's behaviour policy.

If a student refuses to co-operate with a search, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search (see list of prohibited items).

Prohibited items are:

- knives or weapons
- alcohol and illegal drugs
- stolen items
- tobacco, vapes, cigarette papers, lighters or matches
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for, including mobile phones, chewing gum, sweets and confectionary, can be searched for with consent.

A member of staff carrying out a search:

- May not require a student to remove any clothing other than outer clothing, i.e.: any item of clothing not being worn next to the skin or immediately over a garment being worn as underwear
- Must be of the same sex as the student
- May carry out the search only in the presence of another member of staff who is also of the same sex as the student
- A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff and
- If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it

Members of staff may, on occasion, take possession of a knife or other weapon brought to the Academy by a person in circumstances which contravene the Offensive Weapons Act 1996. Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it, and:

- Pass immediately to the Senior Vice Principal or Principal, alternatively in their absence one of the members of SLT and arrange without delay to surrender it to the Police or
- Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken

However, some weapons are by their very nature offensive (e.g. flick knives and knuckle-dusters) and should, under no circumstances, be returned.

Annex 8: Social Media

Social media contraventions include *(this list is neither exhaustive nor definitive):*

- Sharing sensitive information about yourself or regarding another student without their consent
- Expressing a view regarding the Academy which brings the Academy reputation into disrepute
- Use of an image to cause harm or offense towards an individual or group of people
- Sharing an inappropriate or offensive post (words or image)
- Creating or sharing media which is considered sexually explicit
- Encouraging an individual to create or share media which is considered inappropriate
- Sharing any form of media which includes offensive weapons, drugs or alcohol
- Being in a group (including whatsapp, telegram, house party) of more than 5 people
- Using language of an explicit nature or which can be considered offensive to an individual or group

- Creating anonymous accounts to insult and/or encourage or incite abuse. As well as to cause harm or distress to an individual
- Searching or typing terms which are deemed offensive or intolerant

Annex 9: Interventions

Our student interventions include, but are not limited to:

- Student Support lunch-time club and Student Support HW Club
- Dedicated Learning Support Centre
- One-to-one behaviour mentoring through the Learning Mentoring team
- Use of peer-mentors (Sixth Form)
- A Pastoral Improvement Plan (PSP) co-created by the Academy, the student and their parents
- Reports: Behaviour (FT, DOLs or SLT), HW report and punctuality report
- Referrals to Early Help (Part of RBKC Social Services)
- In class support through learning support assistants, key workers or co-teachers
- Place2Be child therapy on a weekly basis (by agreement of parents) also referrals to CAHMS
- Reduced timetable and time-out cards
- Nurture groups, with deliberately small class sizes and additional teaching staff
- Alternative Provision placements
- External mentoring through Future Men and other external agencies
- West London Zone (subject to the WLZ identification process)
- North Kensington Inclusion Programme (NKIP) link support
- GRIT programme, in collaboration with the Harrow Club
- Smiling Boys Project
- Clement James advocacy support
- London Football Journeys Programme
- QPR sports mentoring programme

These strategies are continuously reviewed and refined as we learn what works best for our students. It is however important that all students and parents understand there are limits and boundaries which they cannot go beyond and they do not have endless chances to improve. Instead if they find themselves in trouble they must make significant efforts to modify their behaviour and take advantage of the support they are being given. It is vital that parents/carers engage with the Academy in regards to concerns raised. It is imperative that they attend agreed meetings and respond to important communications within a reasonable time-frame. Failure to do so will not halt behaviour related processes.