



KNOLE ACADEMY

Policy Document

BEHAVIOUR POLICY

JUNE 2026

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PREFACE

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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. 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.



CONTENTS

Preface	2
Safeguarding:.....	2
Equality:.....	2
1. Our Core Values.....	5
Aspirational.....	5
Inspirational.....	5
Organisational	5
2. Objectives.....	5
3. Aims of this policy:.....	5
4. Legislation, statutory requirements and statutory guidance	6
5. Bullying	6
6. Character and Culture.....	7
7. Roles and responsibilities	7
7.1. The governing body	7
7.2. The headteacher	7
7.3. Teachers and staff.....	8
7.4. Parents and carers.....	8
7.5. Students.....	8
8. School behaviour curriculum.....	8
8.1. Mobile phones.....	9
9. Responding to Misbehaviour.....	9
9.1. Classroom management	9
9.2. Investigating behaviour incidents.....	10
9.3. Off-site, online and suspected criminal misbehaviour	10
Suspected criminal behaviour	10
10. Contextual Factors	10
10.1. Safeguarding.....	10
10.2. SEND	11



11.	Reasonable force.....	11
12.	Malicious allegations	11
13.	Supporting Good Behaviour.....	12
13.1.	Proactive Measures.....	12
14.	Supporting students at risk of suspension or permanent exclusion.....	12
14.1.	14.1 Reintegration Meetings.....	13
15.	Training	13
16.	Monitoring arrangements.....	13
16.1.	Monitoring and evaluating school behaviour.....	13
16.2.	Monitoring this policy.....	14
17.	Links with other policies.....	14
	APPENDIX 1.....	15
	KNOLE ACADEMY CODE OF CONDUCT.....	15
	Be Safe	15
	Be Ready.....	15
	Be Respectful.....	15
	Be Engaged.....	16



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

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

[The Equality Act 2010](#)

Keeping children safe in education (updated annually)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

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

<https://www.safe4me.co.uk/portfolio/when-to-call-the-police/>

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

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Aletheia Academies Trust Physical Intervention Policy March 2026

Government guidance on mobile phones and [schools](#)

It is also based on the [Special educational needs and disability code of practice: 0 to 25 years](#)

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. 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.

7. ROLES AND RESPONSIBILITIES

7.1. THE GOVERNING BODY

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

7.2. 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.



7.3. 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.

7.4. 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.

7.5. 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

8. 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).

8.1. MOBILE PHONES

Knole Academy is a mobile phone-free school.

We utilise Quiet Case pouches to ensure this.

9. RESPONDING TO MISBEHAVIOUR

9.1. CLASSROOM MANAGEMENT

To ensure that poor behaviour does not interfere with learning we have a set of non-negotiables for all teachers:

1. We are all outside of our rooms to greet students
2. We all plan a retrieval task to complete upon student arrival
3. We use **WISE** in all our lessons when required
4. We all dismiss students in an orderly manner from the door
5. We are all outside of our rooms between our lessons engaging with students

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.

For a consistent whole-school approach we follow the Knole WISE system to reward and sanction behaviour.

Possible sanctions include:

- Form tutor isolation
- Classroom teacher detentions
- Department detentions
- Daily lunchtime detentions
- Internal Isolation
- External Isolation
- Suspension
- Permanent exclusion



9.2. INVESTIGATING BEHAVIOUR INCIDENTS

When investigating behaviour incidents the academy may take student statements if deemed necessary to establish facts in the case. These may be used to determine sanctions based on the balance of probability.

9.3. 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 wearing school uniform or in any other way identifiable as a student of our school, and taking part in any school-organised or school-related activity (e.g. school trips).

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

The school can also issue behaviour sanctions to students for online misbehaviour.

SUSPECTED CRIMINAL BEHAVIOUR

If a student is suspected of criminal behaviour, the school may report the incident to the police.

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

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.

10. CONTEXTUAL FACTORS

10.1. 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.

We have a zero-tolerance approach to sexual harassment and sexual violence

Please refer to our child protection and safeguarding policy on the school website for more information.

10.2. SEND

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

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. Internal and external support and advice will be considered.

11. REASONABLE FORCE

Knole Academy is guided by the Dfe document 'The use of Reasonable force in schools' <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

12. MALICIOUS ALLEGATIONS

Where a student makes an allegation of any kind 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.

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.

13. SUPPORTING GOOD BEHAVIOUR

13.1. 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. We have extensive reward systems based around house points, as well as a range of celebration events

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.

14. 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 2024'. <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

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



14.1. 14.1 REINTEGRATION MEETINGS

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

15. 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.

16. MONITORING ARRANGEMENTS

16.1. 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
- 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 may 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.

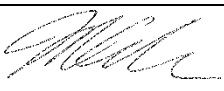
16.2. MONITORING THIS POLICY

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. At each review, the policy will be approved by the teaching and learning committee.

17. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion policy
- Child protection and safeguarding policy
- SEND policy and Information report
- Anti-Bullying policy

APPROVED	Ratified by the Full Governing Body on		
SUGGESTED REVIEW DATE			
SIGNED HEADTEACHER		PRINT NAME	Mr D Collins
SIGNED CHAIR OF GOVERNORS		PRINT NAME	



APPENDIX I

KNOLE ACADEMY CODE OF CONDUCT

BE SAFE

1. We move quietly, safely and responsibly 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 only before 8.45am, at break and lunchtime, at 2.25pm 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. Before and after school, mobile phones are not used inside the school buildings.

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 cards, timetables and equipment, including QuietCases to school.
4. We check Arbor daily, before and after school, to ensure we follow our daily timetable including any detentions and interventions.
5. We must be on task and allow others to do their work.
6. We must be on time and move quietly to our seats.
7. We always wear the correct uniform.
8. We may drink water in lessons
9. Mobile phones are turned off and placed in Quiet Case pouches in am form each day and unlocked on the way out of school.
10. Headphones and earpieces are placed in lockers on arrival at school and collected after 3.30pm

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.
7. We are respectful when representing the Academy outside of school.

BE ENGAGED

1. We use every learning opportunity in our lessons.
2. We are enthusiastic and join in positively in lessons.
3. We get involved in extra-curricular clubs, activities, event and subject-based booster and revision sessions.
4. We are determined to learn to the best of our ability.

We accept that if we abide by the code of conduct, we are likely to succeed and be rewarded.