



# POLICY:

## Behaviour including Anti-bullying & Exclusion

### Review

<b>Approving Body:</b>	Board of Trustees	<b>Effective Date:</b>	March 2026
<b>Review Cycle:</b>	Annual	<b>Next Review Due:</b>	March 2027

This policy is statutory and applies to Kennet School, developed in line with Equinox Learning Trust expectations and guidance. It operates within the Trust's governance framework and Scheme of Delegation.

Where this policy reflects statutory requirements, compliance is mandatory. Any significant non-compliance or concerns will be escalated in line with the school's governance arrangements.

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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences.

## 2. Legislation & Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs & Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- Department for Education guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

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

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Travel to and from school.

**Serious misbehaviour** is defined as, but not exclusive to:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Assault
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items\*
- Creation/sharing/threats of digitally manipulated / AI-generated intimate imagery (deepfakes, nudification).

*\* Any article a staff member 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 pupil).*

## 4. Anti-Bullying Policy

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

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- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

Type of Bullying	Definition
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can be a form of child-on-child abuse, and it can cause severe and adverse effects on a child's emotional development.

At Kennet we are committed to ensuring all members of our community are safe from bullying. To do this, we aim to ensure all pupils and staff know what bullying is (and is not), bullying is always reported by pupils or staff, there are clear consequences for persistent negative behaviours towards peers, and every member of the community knows that bullying will not be tolerated.

Kennet makes sure the values of kindness and respect run through all pastoral work at school. These are central to the tutor scheme of work and assembly programme. All Key Stage 3 participation programmes link activities to our core values of kindness and respect, and pupils are rewarded for demonstrating these principles. In this way a significant amount of anti-bullying work is preventative and focused on maintaining an anti-bullying culture.

However, when an instance of bullying does occur the school will take swift and meaningful action. To this end, when bullying is reported or suspected we will always:

- Investigate reports of bullying
- Record facts accurately
- Inform parents if their child has been a victim of bullying (and ensure support is in place)
- Inform parents if their child is bullying other pupils
- Ensure a follow up action for the perpetrator
- Ensure follow up support for the victim
- Facilitate restorative work when appropriate.

In cases of cyberbullying or bullying outside of school, the school will liaise with other relevant authorities and where possible and appropriate to do so, investigate and communicate with parents.

Any pupil who is found to have bullied another child will be disciplined (this may include a meeting with parents to discuss any consequences). Although we understand it is upsetting for parents to be in this situation, we expect parents to trust the professionalism of staff and support any consequences given. Records of incidents of bullying will be recorded, and a repeat of bullying behaviours will result in an escalating consequence.

We have a staged approach as a guideline to managing such situations:

<b>Stage 1:</b> Most friendship and relationship issues resolve	1:1 Intervention by staff. Discussions will take place with relevant pupils. <ul style="list-style-type: none"> <li>Parents may not be informed at this stage as most situations are resolvable and self-management is an important life skill. The member of staff will make a judgement based on knowledge and experience.</li> </ul>
<b>Stage 2:</b> Some friendship and relationship issues extend further and need more structure to resolve	A Restorative Meeting will be held with a member of staff who is trained in restorative practice. <ul style="list-style-type: none"> <li>Parents informed that a Stage 2 Restorative Meeting has been held and the behavioural expectations made clear.</li> </ul>
<b>Stage 3:</b> Rarely friendship issues get to this stage but may still be resolved this way. Sustaining behaviour (bullying) is now a consideration	A formal Restorative Meeting will be held by an advanced restorative practitioner such as pastoral member of staff. <ul style="list-style-type: none"> <li>A written record is sent to all parents concerned</li> <li>Relevant staff are informed of local actions/guidance</li> <li>Staff complete MyConcern record.</li> </ul>
<b>Stage 4:</b> Sustained behaviour is now the likely cause	A meeting with the parents of the bully(ies) is held to work together to educate and support the bully in changing their behaviour. <ul style="list-style-type: none"> <li>Clarity of sanction, should a change in behaviour not be seen, will be made.</li> <li>Staff record a Stage 4 concern on MyConcern.</li> </ul>
<b>Stage 5</b>	Sanctions implemented.

## 5. Roles & Responsibilities

### 5.1 The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Engage with the school collaboratively as set out in the Home-School agreement
- Inform the school of any changes in circumstances which may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, tutor, Deputy Head of House or Head of House promptly.

## 6. Pupil Code of Conduct

### 6.1 Respectful Culture

Every individual, pupil and member of staff is of equal value at Kennet School. As well as employing outstanding safeguarding practices, we seek to maximise the academic achievement and personal growth of all (in line with the Equality Act 2010). To ensure success, we seek to promote excellent behaviour and co-operation throughout the school, prevent bullying of all types and to ensure all pupils are able to learn and reach their full potential. Our school culture is built on respectful relationships. We model the respect and integrity we seek from all members of our community. It is the duty of every adult at school to help create the

habit of self-control and promote resilience in our pupils. We do not take it for granted that pupils know and understand our expectations. We are explicit and consistent in our approach.

Kennet has six core values which are promoted in everything we do – respect, integrity, kindness, endeavour, resilience and courage. We have clear and simple expectations of pupil behaviour when demonstrate our values and these are captured in the Five Kennet Pupil Expectations. These are in every Kennet Companion and displayed in every tutor room so there can be no doubt. Pupils are expected to:

1. Be on time, smart and willing to learn
2. Have all equipment and homework
3. Follow all instructions the first time
4. Be polite respectful and kind to all
5. Work hard and help others.

These expectations are designed to ensure each, and every pupil is safe, secure and successful and is able to learn the habits of self-control and resilience. The school staff will take every opportunity to encourage all pupils to give his or her best and give every support and encouragement to that end. We expect each parent will support the staff in their endeavours, through calm and polite communications at all times with staff. There are expected routines that pupils follow during every lesson at Kennet School, and these are outlined in pupil's Kennet Companions.

### **6.2 Praise & Follow-Up**

Kennet School takes a positive and pre-emptive approach to creating a respectful culture, expectations are explicitly taught, and consequences consistently applied. All teaching staff are required to apply “pre-emptive” approaches all the time and consequence pupils when required (see Appendix A).

The major tool in our Behaviour Policy is our praise system. We recognise good work and behaviour and encourage all pupils to aim for the highest standards of achievement and personal character. Pupils' demonstration of our six core values is recognised in myriad ways, for example through House Points, commendations, class commendations, certificates, assemblies, colours, House ties, phone calls home and our Key Stage 3 participation programmes.

In addition to the many recognition opportunities for pupils and parents, we ensure the daily positives are both communicated and celebrated. Parents receive live notifications of House Points and Commendations through our parent app stating the location and reason for the reward.

### **6.3 Sanctions**

All poor behaviour which breaches our 'Kennet 5' rules is followed up with a consequence and support to adjust behaviour going forward. The form of follow up action will depend on the level of poor behaviour shown.

The school reserves the right to use its legally given powers, if the circumstances require, to:

- search pupils for illegal or dangerous items and confiscate any such items (this includes mobile phones).
- use reasonable force to prevent a pupil hurting him/herself or others
- punish pupils for poor behaviour, within and beyond the school gate, particularly where that behaviour has a school connection.

Our sanctions for poor behaviour will range from a verbal reminder (see Appendix A) through to detentions during or after the school day or on training days. Sanctions include an element of restorative conversation. We always seek to communicate the details of any out of school hours' detention with parents (though we are not legally obliged to do so) but reserve the right to impose such arrangements without notice where that is expedient and does not compromise a child's safety or known caring responsibilities.

Parents/carers can see an online record of their child's behaviour, including praise points, via the school's My Child At School (MCAS) app.

Detentions are predominantly set for a breach of the 'Kennet 5', and parents receive an email notification stating the length of the detention, 30 or 60 minutes. Other sanctions might include school service and being on 'report'. If there has been a serious breach of the behaviour policy a suspension may be issued.

All detentions, of 30 or 60 minutes will be set for the following day to afford families 24 hours' advance notice in order to make any necessary travel plans. Pupils and parents will receive a notification via the My Child At School app and lists of pupils will be displayed at each House office by way of a reminder. Pupils will have one

opportunity to set their detention before it is escalated.

Whilst we reserve the right to remove pupils from social time, we do not hold lunchtime detentions.

In extreme circumstances, we use internal exclusion (the pupil is kept apart from the rest of the pupil body and works hard all day and after school, with the support of an appropriate adult) or, of course, external suspensions where this is warranted.

At Kennet School, the policy is that whenever a suspension is issued the school will always adhere and comply with the DfE's statutory guidance for those with legal responsibilities in relation to suspension and exclusion.

[Click here for full guidance from the DfE.](#)

The terms of reference for the governance of the school delegate the responsibility for convening panels to review the Headteacher's decision to exclude or suspend a pupil where required in this guidance to Kennet's Local Governing Body.

All staff, teachers and others who work in the school, work hard with positive encouragement for all but we will not hesitate to use the consequences outlined above when the circumstances demand. We are determined that there are no artificial or unnecessary barriers to the learning of all our pupils.

#### **6.4 Approach to Sexual Harassment & Sexual Violence**

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

Consequences for sexual harassment and violence may include:

- The full range of school sanctions

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police.

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

#### **6.5 Off-site Behaviour**

Consequences may be applied where a pupil has misbehaved off-site either when representing the school or travelling to and from the school. This means misbehaviour when the pupil is:

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

Consequences may also be applied where a pupil 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 pupil or member of the public
- Could adversely affect the reputation of the school.

## **6.6 Malicious Allegations**

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **7. Behaviour Management**

### **7.1 Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Pupils are expected to follow these expectations during lessons:

#### **Lesson Beginnings**

- You will arrive on time.
- Your teacher will greet you at the door.
- You will sit as directed by your teacher (there will be a class seating plan).
- You will enter the classroom in a quiet and orderly manner.
- You will immediately place equipment (including exercise and textbooks) on the desk.
- Bags and coats must be placed under the desk/on the back of the chair.
- You will complete the Do IT Now (DIN) task.

#### **During Lessons**

- You will have a task to complete at all times – whether individually, in pairs or groups.
- Your teacher will be active in your learning at all times, even when this is independent or silent work.
- Both good and poor behaviour will be followed up.
- Excellent behaviour will be rewarded with verbal praise, House Points or commendations.
- Poor and off-task behaviour will be dealt with via a verbal warning or through formal school consequences (detention/withdrawal/contact with home).
- You are not allowed to move around the classroom unless directed to by your teacher.
- You are not allowed to leave the classroom (unless there is a specified medical reason).

#### **Lesson Endings**

- You must only clear away when instructed to by your teacher
- You must make sure the room is clean and tidy before leaving
- Your chair must be placed neatly under your desk
- You will not leave until dismissed and must exit in a quiet and sensible manner
- You must go quickly, quietly and directly to the next lesson.

At all times pupils are required to meet the Kennet Five expectations (see point 6).

### **7.2 Physical Restraint**

We do not promote the use of physical restraint, and it will only be used in the most extreme circumstances to protect a pupil from:

1. Hurting themselves or others
2. Damaging property

Incidents of physical restraint must:

1. **Always be used as a last resort**
2. Be applied using the minimum amount of force and for the minimum amount of time possible
3. Be used in a way that maintains the safety and dignity of all concerned
4. Never be used as a form of punishment
5. Be recorded in the bound book and reported to parents.

### **7.3 Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

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

### **7.4 Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs which are not currently being met.

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

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

### **7.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection & Safeguarding Policy.

## **8. Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new tutor and teachers. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Transition to secondary school is a highly involved and bespoke process which ensures every pupil is cared for and supported as they join Kennet School. Primary school, parents and any other services take part in the transition process to support the pupil and family.

## **9. Training**

Our staff are provided with training on managing behaviour, as part of their induction process including the clearly defined Kennet processes and the way we promote a positive culture for all.

Behaviour management is always a core strand in our continuing professional development and underpins our 7 Principles for Learning applied in all lessons at Kennet.

## **10. Monitoring Arrangements**

This Behaviour Policy will be reviewed and approved by the Headteacher and Board of Trustees annually.

## Appendix A: Pre-emptive Teacher Actions

### **1) Be seen looking**

Pupils need to feel like you can see them all the time. We need to be scanning the room and letting pupils know in the subtlest way that we see them. This is especially important after giving an instruction.

### **2) Non-verbal cues**

A quick, non-verbal signal that you are aware that the pupil is not on task.

### **3) Narrate the positive**

Have a running commentary of the positives taking place and emphasise/highlight those pupils who are doing the right thing.

### **4) Anonymous correction**

A verbal reminder that some pupils are not complying.

### **5) Targeted private correction**

A quiet word with an off-task pupil, given while other pupils are working.

## Appendix B: Behaviour Consequence Process

Note: The school reserves the right to change/adapt/apply sanctions as appropriate.

# What happens if a pupil breaches the Kennet 5?



## In Class or Social Times

ESCALATING SANCTIONS

### Incorrect Behaviour: C1

#### Incorrect action

- Having mobile phone visible
- Infringing school uniform
- Chatting off topic/incomplete work (1st warning)

### Consequence = verbal warning

#### Pupil remedial action

- Hand over mobile phone
- Correct uniform
- Concentrate on/improve classwork

### Staff action required

#### Staff member action and logs on Epraise

- Member of staff hands mobile phone to office who will log
- Member of staff hands jewellery to the office who will log
- Member of staff quietly addresses pupil directly in private (no log required)

### Incorrect Behaviour: C2

#### Incorrect action

- Arriving late to lesson
- Not doing homework
- Lacking equipment
- Unkindness
- Chatting off topic/incomplete work (2nd warning)
- Sixth Form breach

### Consequence = 30 mins detention

#### Pupil remedial action

- Be punctual/improve timekeeping
- Do homework
- Pack school bag night before
- Apology/restorative
- Concentrate on/improve classwork
- Depends on breach

### Staff action required

#### Staff member action and logs on Epraise

- See pupil in detention for restorative scripted meeting
- Sixth Form detention

### Incorrect Behaviour: C3

#### Incorrect action

- Chatting off topic/incomplete work (3rd warning) = withdrawal
- Refusing to hand in mobile/jewellery
- Vandalism
- Truancy
- Poor social time behaviour
- Being in 'Out of Bounds' areas
- Using dangerous language/swearing
- Bystander to a negative event
- Anti-social behaviour in toilets/more than one person per cubicle
- Sixth Form breach

### Consequence = 60 mins detention

#### Pupil remedial action

- Concentrate on/improve classwork
- Hand over mobile/jewellery
- Respect school/pupil property
- Come to school/attend lessons
- Adhere to social time rules
- Stick to designated social spaces
- Do not swear/use derogatory language
- If you see a negative event, move on/report
- Adhere to toilet rules displayed on wall
- Sixth Form detention

### Staff action required

#### Staff member action and logs on Epraise

- Class teacher attends detention after school to have restorative conversation
- Class teacher calls home
- Class teacher reviews seating plan
- Sixth Form detention

### Incorrect Behaviour: C4

#### Incorrect action

- Repeating incorrect behaviour
- Verbal abuse towards staff
- Assault/fighting
- Theft
- Using derogatory language (homophobic, racist, sexist)

### Consequence = SLT Sanction

### Pastoral staff action required

#### Pastoral staff logs on Epraise

- Consequence is logged on Epraise
- Head of House calls home
- Head of House/SLT report
- Parent meeting
- Possible therapeutic plan/risk assessment

### Incorrect Behaviour: C5

#### Incorrect action

- Bullying (Stage 4)
- Misusing social media
- Carrying dangerous item
- Carrying banned substances

### Consequence = SLT Sanction

### Pastoral staff action required

#### Pastoral staff logs on Epraise

- Consequence is logged on Epraise
- Behaviour Support Worker/ Head of House or SLT calls home
- Head of House/SLT report
- Parent meeting
- Therapeutic plan and external agency involvement
- Risk assessment/safety plan