THE NORTON KNATCHBULL SCHOOL

Things done well make the best memories

SIR NORTON KNATCHBULL – 1637

Behaviour Policy

Policy Owner	Tom Sparrow, AHT
Reviewed by	Tom Sparrow, AHT
Delegated Authority	Annually reserved for the Board of Governors In year updates delegated to the HT
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1. Rationale

This Policy sets out the standards of behaviour we wish to achieve and the processes through which we aim to achieve them. In particular, it describes how the School intends to ensure that rewards and sanctions are used appropriately and consistently throughout the School.

However, the School aims that its students will develop, not only high standards of behaviour, but also, high standards of personal development; we want our students to be self-disciplined young people who are confident and at their ease in a variety of situations. We also want them to develop a vision of what they can achieve in the future that will motivate them whilst at the School and in later adult life.

In order to bring this about, the School strives to provide an engaging and challenging curriculum that students feel is relevant to their aspirations and abilities. This policy outlines the strategies that the School intends to use to achieve high standards of behaviour and student development.

The sections headed "Behaviour and Consequences" and "Rewards and Celebration" describe how we intend to ensure that students are rewarded consistently for good behaviour, and receive sanctions that are not excessive, but incremental and appropriate to the behaviour that we wish to correct. The emphasis is on fairness and consistency at all times.

2. Purpose

All schools function at their best when all members of community behave in a manner that is conducive to cooperation, mutual respect, and ultimately, learning.
In order to maximise the function of NKS, therefore, it is important that all members of the school are clear of what is expected of them and how they can expect to be rewarded for excellence and sanctioned for digressions from those expectations.

3. Behaviour principles

The Behaviour Principles which underpin our policy are the same as those recommended by DfE.

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

Implementation

3.1 Behaviour for Learning

Every classroom should have the School's 'Behaviour for Learning Rules' displayed (see below).

'Behaviour for Learning Rules'

- Arrive on time for lessons.
- Enter the class quietly and calmly, sit in designated seat and commence "Do it Now" task.
- Always wear correct uniform.
- Complete all work in lesson to the best of your ability, presenting your work neatly.
- On dismissal at the end of the lesson leave the class in an orderly fashion.

3.2 Different Subject Area expectations

Each Subject area may additionally have their own set of expectations that relates specifically to their department if required. All staff and students in each department should be fully aware of these expectations. They should be displayed in the department.

3.3 Home/School Contract on Expectations

Every student and their parents must sign the 'Home/School Contract on Expectations' (see overleaf).
The 'Home/School Contract on Expectations' should be displayed on every form notice board and discussed by the form tutor at the beginning of the year.

The Norton Knatchbull School - Home/School Contract on Expectations

ATTENDANCE	APPEARANCE	CONDUCT	SAFETY	PROPERTY
Full time attendance and presence at all timetabled lessons is required. If students are late for school, they must report to The Hub to sign in late. Arrival after 9.15am will be classed as an absence and parents are required to provide a reason for lateness. Students must be punctual for all parts of the School day. Students must remain on the school premises throughout the School day. Students are not permitted to leave the School premises at any time without permission. Absence must be reported by parents before 9.15am on the first day of absence, using the Arbor App, absence line or absence email address. Pre-arranged appointments must be notified to the Attendance Officer by parents in advance. Requests for any additional leave or term time absence should also be made via email to the Attendance Officer. The Norton Knatchbull School does not approve planned leave of absence during term time unless it is for educational purposes. For appointments, students must sign in and out at Main Reception. For illness or accident, students must in the first instance go to The Hub. No student can go home without permission and they must be collected by parent/carer.	School Uniform is compulsory for all students. This includes the journey to and from school. All items of uniform and PE kit must be clearly marked with your name. Shirts should be tucked inside of trousers and ties worn neatly and to correct length. Jewellery, including any type of earrings is not permitted in years 7-11. In the Sixth Form, discrete ear piercings are allowed. No facial piercings are permitted. Hair must be of natural colour, clean, neat and tidy. Long hair must be tied back in practical lessons. The School reserves the right to make individual decisions about the suitability of a student's appearance whilst in School. A student will have their uniform card (Sixth Form Dress Code Card in the Sixth Form) signed for uniform infringements.	Students are expected to be polite, kind and supportive of others. Rudeness to any member of the School community is not acceptable and will not be tolerated or excused. Students are expected to respect others' privacy. Students must never open another student's locker or bag. Students are expected to follow all instructions given by school staff. Students are expected to keep the school clean, tidy and free of litter and chewing gum. Eating must only be in designated areas. Students are expected to have positive attitudes to learning and classroom work and submit homework on time. Students are expected to take care of all books. They should be kept clean and free from any form of graffiti. Abusive language and swearing is not tolerated. Students are expected to refrain from fighting, aggression, or any form of violence. They are not acceptable and will not be tolerated or excused. The school has a zero tolerance approach to any bullying based on race, gender identity or sexual orientation. The school has a zero tolerance approach to bullying of any kind. The school has a zero tolerance approach to the use of drugs and alcohol. The school expects students to challenge unacceptable attitudes and behaviours, rather than just letting them happen. It is not okay to be a passive bystander.	Students are expected to keep themselves and others safe. All Health and Safety instructions must be followed. Students must never be in possession of offensive weapons, smoking materials, drugs or alcohol. Students must not activate the fire alarm unless there is an emergency. Students are expected to contribute to an orderly, calm and safe school environment. Students must not run in corridors. Students are expected to keep themselves and others safe when using ICT equipment. User areas and passwords must not be shared. If a student comes across any damaged or dangerous equipment or other dangerous circumstances, they should report it immediately to a member of staff. **We agree to abide by these expectations:** Name of Student: Form:	Expensive items (e.g. mobile phones, musical instruments or bicycles) should be covered by parents' insurance and clearly marked with the student's name. Bicycles must be stored in the bike racks provided by the School. Non-essential valuables should not be brought to school. The School cannot be responsible for them. Before PE lessons, valuables should be put in the PE department's locked valuables cupboard. Loss of personal valuables should be reported to The Hub as soon as possible. All students must follow all rules regarding mobile phones (set out separately below). Students will be expected to pay for any accidental or deliberate damage to school property.

3.4 Behaviour Monitoring and Intervention

- Every week a Behaviour Points Report will be produced.
- Year group Pastoral Teams - Heads of Year (HoY), Student Support Managers (SSMs) and SLT - will meet every week to review individual students and the behaviour points they have accrued.
- A student will go on Form Tutor Report when 10 points have been accrued. They will stay on report for 2-3 weeks depending on the weekly outcome of the report.
- A student will go on SSM Report when 20 points have been accrued. They will stay on report for 2-3 weeks depending on the weekly outcome of the report.
- A student will go on HoY Report when 30 points have been accrued. They will stay on report for 2-3 weeks depending on the weekly outcome of the report.
- A student will go on SLT (AHT) Report when 40 points have been accrued. They will stay on report for 2-3 weeks depending on the weekly outcome of the report.
- A student will go on SLT (DHT) Report when 50 points have been accrued. They will stay on report for 2-3 weeks depending on the weekly outcome of the report.
- A student will go on SLT (Headteacher Report) when 60 points have been accrued. They will stay on report for 2-3 weeks depending on the weekly outcome of the report.
- Students on report will be listed on the staff bulletin.
- **School Report Process**
  - While the behaviour points thresholds outlined above provide a clear and consistent framework for intervention, they are not intended to be applied rigidly in all circumstances. Reports will be administered by the year group team.
  - Pastoral staff will exercise professional judgement when determining whether a student should be placed on report, taking into account the pattern, frequency and context of behaviour over time.
  - For example, where points have been accrued over an extended period with no sustained pattern of concern, it may not be appropriate to initiate a report. The focus will always be on identifying and supporting emerging patterns of behaviour, rather than responding solely to cumulative totals.
- Persistent offenders and the highest points scorers will be constantly monitored.
- Alternative support and strategies will be sought for cases that require outside agency help. This may include – AEN, external agencies, and managed moves.
- When a student is on Subject Report, Form Tutor report, SSM Report, HoY Report or SLT Report they will initially not be allowed to attend any non-essential trips or sports fixtures during the school day (for Subject report, this only applies to the individual subject). When setting up the report with students and parents, it will be discussed that it may be possible for the student to earn back this privilege. This would involve a minimum target of 1 week with all grades 1 and 2 on the report. If there are any behaviours that do not meet expectation in Week 2 of the report i.e. 3s or 4s then the student will not be allowed to play sports fixtures for the school.
- A termly report is also analysed by the school's senior leadership team to ensure that certain groups of students are not overrepresented.

3.5 Behaviour and Consequences

The application of sanctions follows the Behaviour and Consequences Matrix overleaf.

3.6 Rewards and Celebration

The application of rewards follows the Rewards and Celebration Matrix overleaf.

BEHAVIOUR AND CONSEQUENCES MATRIX

LEVEL/ POINTS	BEHAVIOUR	CONSEQUENCE	MANAGED BY…
0	**Low level behaviours: for example** • Talking • Lack of focus • Minor/one off disruption	**Classroom management strategies.** • Encouragement and praise • Verbal warnings and reiteration of 'Behaviour for Learning Rules' • Seating plan • 2 strikes escalating to level 1- 1 warning then on second occasion of Low-Level disruption L1	**Individual teachers**
L1 1 point	**More persistent/problematic behaviours, for example** • Constant talking • Failure to hand in homework • Inadequate classwork • Regular disruption • Failed 2 strikes technique • Disrespectful to peers • Disrespectful to staff • Misuse of school equipment • Late to morning registration • Late to lesson	**Department action** • Students are issued a L1 detention for 15 minutes in the allocated detention room. This will be the next available breaktime. • Lateness to a L1 detention will result in a L2. • Recorded on ARBOR as an L1 • Parents informed by teacher • 3rd L1 detention in a department in a term triggers an L2 detention and **Subject Report** (after the L2 it drops back to L1s) • Detention reflection sheet completed in the detention. • Poor behaviour in the detention leads to an After School Detention	**Individual teachers**
L2 2 points	**More serious examples of L1 behaviour, and for example:** • Failure to attend Teacher, L1 detention • Receiving 3 L1s in one week • Repeated disruption after first level sanction • Repeated failure to hand in homework • Out of lesson misbehaviour (teachers report it to SSMs vis ARBOR) • 5 signatures on Uniform Card • Failure to have uniform card on their person • Persistent lateness (SSMs monitoring) • Scoring a '4' whilst on report • Protecting someone who has been abusive to others	**After School detention** • Hour after School – run twice a week by all staff, on a rota • Recorded on ARBOR • Parents informed of why the detention is being set by SSM, Subject Leader or HoY • Parents informed of date and time of the detention by School Office, via email, 48 hours in advance • Detention reflection sheet completed in the detention • Poor behaviour in the detention leads to an SLT Detention **Form Tutor Report** • This will be applied if a student is on 3 subject reports from L1 or 10 Behaviour points are accrued • Poor attendance can also lead to SSM report	**Subject Leaders, SSMs and HoY**
L3 5 points	**Very serious examples of L1 & 2, and for example:** • Failure to attend L2 After School detention, • physical confrontation, • persistent misbehaviour, • persistent failure to follow instructions, • misuse of the internet/school technology, • careless vandalism/minor damage to school or student property. • Careless/ reckless behaviour	**SLT detention** • 2 hours after school on a Friday – run by SLT • Recorded on ARBOR by HoY • Parents informed of why the detention is being set by HoY • Parents informed of date and time of the detention by School Office, via email,48 hours in advance • Detention reflection sheet completed in the detention **SSM Report** • This will be applied if a student accrues 20 Behaviour Points	**HoY & SLT**

L4 10 points	**Extreme behaviours – More serious examples of L3 and for example *** • Serious / dangerous / abusive behaviours / bullying, • failure to attend SLT detention*** • persistent disruption, or persistent defiance • theft, • more serious physical confrontations or fighting causing superficial injury e.g grazes; scratches; abrasions; minor bruising/swellings/reddening of the skin; • wilful vandalism, • discriminatory language or rudeness (i.e. racial, homophobic or sexual). • Posting an image of someone online, without their permission • Taking a picture of a member of staff without their permission. • More serious Careless/ reckless behaviour	**Internal Withdrawal*** • Number of days, depends on offence. • In B24, manned by SSMs • Parents invited in for a meeting with Pastoral Team • ***If a student fails to turn up to a L3 detention the student will have their Internal Withdrawal set for the following Friday where the student will also serve their L3 detention at the end of the day, **HoY report** • This will be applied if a student accrues 30 Behaviour points **SLT report** • This will be applied if a student accrues 40 Behaviour points **DHT report** • This will be applied if a student accrues 50 Behaviour points **Headteacher report** • This will be applied if a student accrues 60 Behaviour points	**HoY & SLT**
L5 20 points	**Very Extreme behaviours – More serious examples of L4 and for example *** • Very serious / dangerous / abusive behaviours, including those that would, outside of school, likely involve the police • Premeditated and sustained physical attack • fight which causes serious injury, e.g. resulting in loss of consciousness, damaged teeth or bones, extensive and severe bruising, cuts requiring suturing. Injuries that require external medical assessment and/or treatment. • possession of or dealing illegal substances illegal substances, • possession of an offensive weapon, • threatening behaviour towards a member of staff. (These are a range of examples and this is not an exhaustive list).	**Suspension / Managed Move / Permanent Exclusion*** • Number of days depends on offence. *This matrix is indicative. All incidents are evaluated against this framework and in the context of the particular circumstances. Incidents at Level 4 & 5 require particularly thorough evaluation. As much evidence as possible will always be gathered and the circumstances leading up to the incident will be looked in to carefully. Resulting decisions and consequences for students will also take in to account the individual's past record. Please see Appendix C for more detail.	**HT**

REWARDS AND CELEBRATION MATRIX

LEVEL/SIMS &HOUSE POINTS	ACHIEVEMENT		REWARD	MANAGED BY…
1 **1 point**	Excellent work or effort during the lesson or an excellent homework	(3 times per year, merit points will be totalised, and certificates will be awarded as follows: Top 5% of year group = Gold, Next 5% = Silver, Next 5% = Bronze)	1 Achievement point Recorded in ARBOR	Individual teachers
2 **5 points**	100% attendance (3 times per year)		Attendance Certificate awarded Recorded in ARBOR	SSMs
	Sustained effort or attainment		Phone call or email home to praise achievements Recorded in ARBOR	Individual teachers
	Clean Uniform Card (6 times per year)		Entry in to prize draw Recorded in ARBOR	SSMs
3 **10 points**	Continued and outstanding effort or attainment		Subject Achievement Postcard home Recorded in ARBOR	Individual teachers
	Top attainment in each class of each subject, nominations 3 times per year		Attainment certificate Recorded in ARBOR	Class Teachers
	Top effort in each class of each subject, nominations 3 times per year		Effort certificate Recorded in ARBOR	Class Teachers
	Highest Achievement Points in the Year Group, 3 times per year		Certificate, Celebration Event Recorded in ARBOR	HoY
4 **15 points**	High Achievement competing for the House		House Colours Recorded in ARBOR	SLT House Leader
	Top all round performance in the form, nominations 3 times per year		‘Pupil of the Term award’ Reward varies, Celebration Event Recorded in ARBOR	Form Tutor
	Top 5 Attitude to Learning, 3 times per year		Reward varies, Celebration Event Recorded in ARBOR	HoY

	Most Improved Attitude to Learning, at Easter and End of Summer	Reward varies, Celebration Event Recorded in ARBOR	HoY
5 **20 points**	Top all round performance in the year group, nominations 3 times per year	'Pupil of the Term award' Reward varies, Celebration Event Recorded In ARBOR	HoY
	Highest Attainment in the year group, at the end of the Summer	Reward varies, Celebration Event Recorded in ARBOR	HoY
	Highest Achievement Points in the year group, at the end of the Summer	Reward varies, Celebration Event Recorded in ARBOR	HoY
	Nomination for prize giving	Prize awarded at Prize Giving Recorded in ARBOR	Office
	Success and commitment in representing the school.	Half Colours Tie / Lanyard Recorded in ARBOR	AHT
	Success and commitment in representing the school.	Full Colours Tie / Lanyard Recorded in ARBOR	AHT

3.7 Additional School Rules

General

a) The scrub area at the bottom of the field and the cricket square are out of bounds. During periods of bad weather, the school fields will be deemed out of bounds at certain times.
b) All students must enter and leave the school grounds by the main entrance in Hythe Road, or the rear gate to the cycle path.
c) Ball games should not be played alongside school buildings.
d) Students are not to climb on the school roof or over fences to recover balls. They should report the lost ball to reception.
e) Games are not allowed in the car parks or drives at any time.
f) Sixth form students may stay at school till 5.00pm, but they must be working in the sixth form work rooms or the library.
g) Lifts in school are only to be used with permission from the SENCO or Student Support Manager and when required for medical reasons.
h) Posters may only be displayed in designated areas after approval by a member of staff.

Transport

a) Students arriving on a bike should use the rear gate from the cycle path.
b) Cycling anywhere on the school premises is forbidden. Students should dismount on entering the school grounds.
c) The cycle sheds are out-of-bounds except for depositing and collecting cycles. Cycles must be locked and, where possible, accessories such as pumps and lights removed for safe keeping.
d) If any Year 11 (for motorcycles) or sixth form students wish to park on the school site, they must get a parking permit.
e) Students driving vehicles on to the school site must drive safely and sensibly at all times.

Electronic Devices / Mobile Phones Rules

At the Norton Knatchbull School we operate an "Off and Away" procedure on Electronic Devices.

Electronic Devices = Mobile phones, Earbuds/headphones, Smart Watches, portable games devices (e.g. Nintendo Switch).

Electronic Devices are not allowed to be used or seen during the school day, **this includes break and lunch times.**

Students must put away their Electronic Devices as soon as they enter the school grounds. This also applies to earphones/headphones and smart watches, these are classed as "Electronic Devices"

If a student is seen with an "Electronic Device" or uses them for any purpose during the school day, it will be confiscated on sight by a member of staff. The member of staff will deposit the Electronic Devices at reception to be securely stored.

If a student is caught using an electronic device the following will apply:

- If an electronic device is confiscated in the first instance, it can be collected by the student at the end of the day from reception. The student will also receive a L1 detention.
- If an electronic device is confiscated in the second instance during any half term, it can be collected by the student at the end of the day from reception. The student will also receive a L2 detention.
- If a student has their electronic device confiscated for a third time during any half term the student will receive a L3 detention. **Parents will be called to come in to collect the phone at the end of the day.**

Students who refuse to hand over their Electronic Devices upon request form a member of the senior leadership team will be sent to Internal Withdrawal where they will hand in their Electronic Devices as per rules of internal withdrawal. They will complete one day of Internal Withdrawal for failing to follow instructions.

Every member of staff can confiscate an Electronic Devices and it is expected that all members of staff uphold this rule.

Sixth Form students have permission to access their and electronic devices whilst in the Sixth Form Centre and study areas, these are the library, canteen and study rooms. Sixth Formers are not allowed to use their Electronic Devices in corridors and if seen doing so the same rules above apply. They will also be allowed to use them in lesson under the direction and supervision of the teacher.

3.8 <u>Uniform and Equipment Card</u>

All students are issued with a Uniform/Equipment Card at the beginning of every term. They should carry this with them in their blazer pocket all day, every day. If the uniform is not being worn correctly (in form time, lessons, corridors) staff will sign, date and write the infringement on the card.

The uniform/equipment card infringements that can be signed against are listed as follows for Years 7 – 11:

Years 7 – 11 Uniform Card	Sixth Form Dress Code Card
1. Incorrect uniform - Blazer to be worn - Tie correctly worn[a] - Shirt to be tucked in - No hoodies/round necked jumpers - Plain dark grey or black trousers, shorts[b] or skirt[c] - Plain dark grey or black v neck jumper - Black, grey or dark blue socks - Plain black shoes (not boots or trainers or shoes that look like trainers) - No jewellery 2. Dropping litter 3. Work incorrectly presented 4. Fully equipped for all lessons i/c PE kit a/ Tie covers top button and is worn down to the abdomen b/ Smart tailored grey or black shorts only (Term 6 only) c/ Smart grey or black pleated skirt of knee length	6th form dress code published on website

- At lunchtime students may remove blazers (with card in the pocket) and lock them in their lockers. Trainers may be worn for playing football. When afternoon lessons start, all students must be in correct uniform.
- If the member of staff signs the fifth signature on the card, they will hand it to their Student Support Manager and collect a new card. If a student ever refuses to give his card or has no card, the Student Support Manager must be informed by the member of staff as soon as possible. The sanction for five infringements on the card or not having or giving over a card will be an L2 detention. All 'first issue' uniform cards that are devoid of any staff signatures at the end of each term are entered into a prize draw.

3.9 Investigating incidents of poor student behaviour

When investigating incidents of serious misbehaviour, the protocol outlined in **Appendix A** should be followed.

3.10 Confiscation of Unauthorised Items

When items such as drugs or weapons are confiscated from students, they are looked after following the guidelines in the school Drugs Policy. There are Health and Safety considerations associated with handling unidentified substances. Gloves should always be worn if available, or a bag can be turned inside out and used to pick up the suspected drug. It is legal for a staff member to confiscate substances thought to be illegal. Confiscated drugs should be sealed in a clear plastic bag, with an 'UNAUTHORISED ITEMS - CONFISCATION RECORD' form attached, (Appendix B) and locked away until collected by the police.

We are also able to confiscate items such as mobile phones when they are being used to cause a disturbance in class or contravene the school behaviour policy.

The headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have an unauthorised item. Unauthorised items include (this is an illustrative list):

- knives and weapons. (Weapons includes items specifically designed to cause harm; adapted weapons – items that have been altered to cause injury and other dangerous items (e.g. corrosive products, razor blades, laser pointers) and items that are intended for use to cause injury)
- alcohol.
- illegal drugs.
- stolen items.
- 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 property of; any person (including the pupil).
- Tobacco, tobacco products and anything which contains nicotine (e.g. nicotine pouches/'snus'), cigarette papers and smoking paraphernalia – e.g lighters, matches;
- fireworks; and pornographic images.
- E-cigarettes or vapes and vape oils
- Energy drinks (confiscated and disposed of)

If a student does not cooperate with a search, the school may impose appropriate disciplinary sanction if, on the balance of probability, it believes refusal indicates possession of unauthorised items.

3.11 Out of school behaviour

We have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives us a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." The misbehaviour could be witnessed by a staff member or otherwise reported to the school. We therefore reserve the right to discipline a student for:

- any misbehaviour when the child is: taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to themselves or another pupil or member of the public or could adversely affect the reputation of the school.
- The punishment will be proportionate to the misbehaviour and could be up to and including a suspension or permanent exclusion.

3.12 Consideration of individual circumstances

When sanctions are applied, we will always take into account each individual's personal circumstances. For some students with specific Additional Educational Needs, it may be necessary to make reasonable adjustments to the application of sanctions, to ensure the student is supported. This is likely to involve the SENCO/Inclusion Manager. If there is a perceived safeguarding concern for a student, their welfare is paramount when applying a sanction.

3.13 Lateness to lessons

If a student arrives to a lesson after the bell, then the teacher is to set a L1.

If students have been in The Hub/Music Lesson etc they will be issued with a slip from their SSM/HoY etc giving the teacher a reason as to why the student is late.

APPENDIX A

Investigating serious incidents of poor student behaviour at NKS

When a serious incident of poor student behaviour (potentially L4-L5) the following will apply:

Student Support Managers, Heads of Year and SLT will carry out an investigation. The following steps are taken:

1. Incident/information reported by staff or student.

a) When responding to an incident, the health and welfare of students is always the priority. First Aid or medical supervision is always given first if it is deemed necessary. (See *1). Those dealing with any incident will always need to consider if anyone else may be hurt or at risk due to the poor behaviour.

b) If it is a serious incident, SLT will be involved immediately. (See *2).

2. Evidence is collected, which may include:

a) Material evidence.

The school will encourage co-operation from students when asked to empty their pockets/ bags/lockers and hand over anything they should not have with them. This will not be carried out unless two members of staff are present, one of whom must be a member of the school's Senior Leadership Team / Pastoral Team. NKS staff follow the guidance outlined in the DFE document 'Searching, screening and confiscation' (July 2022 Searching, Screening and Confiscation (publishing.service.gov.uk). When items such as drugs or weapons are confiscated from students, they are looked after following the guidelines in the school Drugs Policy (See *3).

b) CCTV (if available)

c) Interviews

- Student interviews and/or written statements.
- Witness interviews and/or written statements.
- Staff interviews and/or written statements.
- Follow-up interviews with students, witnesses and staff if necessary.

Students will initially be asked to explain what happened and then asked to write a statement. Statements will be timed and dated and signed by the student and countersigned by the member of staff. Students will also be out into internal withdrawal pending further investigation. If the member of staff that is taking the statement asks further questions, then these are to be included in the statement.

3. Parents of the perpetrator will be kept informed on the first day of any investigation.

4. Discussion of evidence between Student Support Managers, Head of Year and SLT investigating the incident.

5. Judgement made and sanction issued. Parents are informed of the outcome.

Additional notes:

- In weighing up the evidence, the School will apply the civil standard of proof. This means that if something is more likely than not to have occurred ("on the balance of probabilities") then the standard is met.
- During an investigation, the student(s) involved may be placed in Internal Withdrawal if considered necessary. Any time spent in Internal Withdrawal will be taken into account when deciding the final sanction.
- If police involvement is deemed appropriate, the School will inform parents/carers and will invite them to come into school to participate in any interviews with the police.
- We are unable to comment on the outcome of sanctions for other students.

*1 – If a student appears intoxicated by drugs or drink whilst at school, first aid or medical supervision must be the first consideration. The parents or carers will be requested to collect him or her from school. If they are unavailable, the student will be supervised in a suitable room until the parents/carers are able to collect him or her. If necessary, the young person should be taken to the local Accident & Emergency Unit. The School's procedures for managing students suspected of, or found in possession of unauthorised drugs will also be applied, in conjunction with this investigation process (see Drugs Policy).

*2 – Serious incidents include – serious assault, possession of drugs, intoxication through drugs or alcohol, possession of weapons, other criminal offences. For drug and alcohol offences, the Designated Safeguarding Lead and Headteacher must be informed.

*3 - There are Health and Safety considerations associated with handling unidentified substances. Gloves should always be worn if available, or a bag can be turned inside out and used to pick up the suspected drug. It is legal for a staff member to confiscate substances thought to be illegal. Confiscated drugs should be sealed in a clear plastic bag, with an 'UNAUTHORISED ITEMS - CONFISCATION RECORD' form attached, and locked away until collected by the police.

APPENDIX B

UNAUTHORISED ITEMS - CONFISCATION RECORD

STUDENT DETAILS	Name: Form:
WHEN?	Date: Time:
WHAT?	Description of confiscated item. Including name of drug, if known.
WHERE?	Where was the item found? Who found it?
CONFISCATING STAFF DETAILS	Name: Signature: SLT involved: Signature:
STORAGE	The item has been placed in secure storage in the locked DSL filing cabinet. Date: Time: DSL Signature:
COLLECTION BY THE POLICE	The item has been collected by the police. Date: Time: Name & Number of officer: Officer Signature: DSL Signature:

APPENDIX C

Aggravating Circumstances Matrix (Sanctions May Be More Severe)

Purpose:
To support consistent decision-making where the seriousness of an incident is increased by contextual factors. This aligns with the principle that sanctions should be fair, proportionate and informed by context and prior record. This matrix is indicative.
Aggravating Factors Table

Factor	Example	Rationale
Power imbalance (age/size)	Older student targeting a younger pupil;	Greater responsibility expected of older students; increased safeguarding concern
Deliberate targeting of a vulnerable student	SEND, LAC, previously bullied student	Heightened duty of care and safeguarding priority
Premeditation or planning	Arranging a confrontation, bringing items, coordinating others	Increased intent and seriousness
Group involvement / encouragement	Encouraging others to film, join in, or not intervene	Amplifies harm and social pressure
Persistence or repeated behaviour	Repeated incidents despite prior sanctions or warnings	Indicates previous sanctions have not deterred behaviour
Failure to follow staff instructions during incident	Refusal to stop, walk away, or comply	Undermines authority and prolongs incident
Lack of remorse / accountability	Refusal to accept responsibility, dishonesty in investigation	Conflicts with expectation that pupils take responsibility for actions
Impact on victim	Distress, injury which could require hospital investigation/treatment, ongoing fear, reputational harm	Sanctions should reflect harm caused, not just action
Public nature / humiliation	Incident filmed, shared, or carried out in front of others	Wider impact and safeguarding/reputational risk
Previous behaviour record	High behaviour points, prior similar incidents	Policy states past record is considered
Safeguarding risk created	Behaviour puts others at risk of harm (physical/emotional)	Safety is a core principle of the policy
Refusal to cooperate with investigation	Not providing statements, misleading staff	Undermines fair investigation process
Involvement of prohibited items	Phone use in incident, weapon, drugs	Already defined as serious behaviours in policy

Equality Impact Assessment (EIA)

The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised.

Completed by: Tom Sparrow
Date: January 2025
Policy Status: Annual Review
Affects: Pupils, Parents
Consultation Required: No
Contributors to EIA: None
Final Decision on Policy: No changes as a result of this review

Purpose of the EIA:
To ensure that this policy does not create unnecessary barriers for individuals protected under the Equality Act 2010. Where potential negative impacts are identified, these are to be eliminated or minimised, and opportunities for positive impact maximised.

Impact Analysis Table

Group	Positive Impact	Neutral Impact	Negative Impact	Rationale
Sex		✓		Policy applies equally to all sexes
Race		✓		No element of the policy disadvantages any racial group
Religion or belief		✓		Policy is inclusive and respectful of all beliefs
Sexual orientation		✓		No discriminatory content identified
Gender reassignment		✓		Policy supports respectful treatment of all individuals
Pregnancy or maternity		✓		No differential impact identified
Age		✓		Behaviour expectations are age-appropriate and fairly applied
Disability	✓			Reasonable adjustments considered; inclusive policy framework
Marriage or civil partnership		✓		No impact expected on this group
English as an additional language (EAL)		✓		Policy is language-accessible; support available where needed

Looked-after children (LAC)		✓		No adverse impact; pastoral support embedded
Families with separated parents		✓		Policy does not disadvantage children from different family arrangements

Intersectional Impact:
None identified at this time.

Summary of Outcomes:

- The policy has a neutral or positive impact across all groups. No changes are required as a result of the EIA.