



Policy Name:	BEHAVIOUR POLICY
Policy Type:	Statutory
Issue Date:	6 October 2025
To be reviewed:	6 October 2026
Approved by:	Local Governing Body
Policy Owner:	Ella Lloyd Jones

1. Rationale

Our Behaviour Policy is based on the understanding that:

- Effective learning takes place in a calm and safe environment with staff and students feeling valued and supported.
- Students respond in a positive way when they know what is expected of them and when they are treated fairly.
- The policy is built around our core values of Respect, Responsibility, Aspiration, and Care, which guide every interaction within our college community.

2. Aims of the Policy

The purpose of this policy is to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment where everyone will be inspired to do their best
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the college and promote confidence, social awareness and self-esteem and discipline
- Outline the expectations and consequences of behaviour through our core values
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide effective procedures for promoting effort, achievement and positive behaviour aligned with our core values
- Prepare students for life as independent adults with a clear sense of their responsibilities towards their communities and society in general
- Establish a secure environment in which all students can be free from bullying and intimidation
- Establish an environment where all individuals are valued regardless of differences e.g., race, gender, class, sexual orientation or ability

3. 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 2024](#)

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

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

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



[Use of reasonable force in schools](#)

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

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Mobile Phones in schools](#)

In addition, this policy is based on:

- 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

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

It is also based on the Special educational needs and disability code of practice in addition; this policy is based on:

- 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 antibullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

4. Roles and Responsibilities

4.1 The Governing Board

The Governing Board is responsible for:

- Monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation
- Reviewing this behaviour policy in conjunction with the headteacher
- Ensuring the policy's effectiveness through regular monitoring

4.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behaviour expectations and the importance of maintaining them
- Ensuring new staff are provided with a clear induction into the school's behaviour culture and understanding of the rules, routines and how to effectively support students
- Offering appropriate training in behaviour management, and the impact of SEND and mental health needs on behaviour
- Ensuring this policy works alongside the safeguarding policy to offer both sanction and support where necessary
- Ensuring that behaviour data is reviewed regularly to ensure that groups of students are not disproportionately impacted



4.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently in line with our core values
- Communicating the school's expectations, routines, values and standards through teaching behaviour in every Interaction
- Modelling expected behaviour and positive relationships that reflect our core values
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents promptly
- Positively challenging students to meet the school's expectations

Senior team leaders will support staff in responding to behaviour incidents

4.4 Parents and Carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home
- Support their child in adhering to our core values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioral concerns with staff promptly – Form Tutor / Deputy or Head of Year
- Take part in any pastoral work following misbehaviour – attending readmission and / or review meetings
- Raise any concerns about behaviour management with the school directly
- Take part in the life of the school and its culture

4.5 Students

Students will be made aware of:

- The expected standard of behaviour through our core values
- Their duty to follow the behaviour policy
- The school's values, rules and routines
- The rewards they can earn for going above and beyond expectations and consequences they may face for not meeting expectations
- The pastoral support available to help them to meet the expected behaviour standards

By completing the admission process, both parents and students are acknowledging their agreement to follow the College values, policies and home school agreement.

5. Code of Conduct and Core Values

Kingsthorpe College is committed to providing high quality, inclusive educational experience in a caring environment. Our core purpose is to provide personalised support to students. We actively encourage students to have a sense of responsibility and respect for others. We aim to develop positive attitudes towards individuals, the family, community, and society.



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Respect

Responsibility

Aspiration

Care

We aim at all times to be positive in our treatment of students and to use positive reinforcement to encourage good behaviour. The priority of Kingsthorpe College is to develop positive attitudes to learning and to establish positive attitudes between students, teachers, and other adults. This is the ongoing responsibility of us all.

5.1 Our Core Values

Respect We show respect by:

- Treating everyone equally regardless of differences or personal opinion
- Always being courteous and polite
- Listening to and understanding others
- Doing what we are asked by all members of staff when we are asked

Responsibility We show responsibility by:

- Being prepared for our learning
- Being in the right place at the right time
- Being honest and mature
- Understanding the consequences of our actions

Aspiration We show aspiration by:

- Working to the best of our ability and potential
- Providing everybody an equal opportunity to succeed
- Being dedicated and committed to everything we do

Care We show care by:

- Helping and supporting each other
- Looking after our environment
- Co-operating and working together as a community

The core values and code of conduct statements are displayed in all classrooms. The core values also appear on posters, the website and all other written documentation like assembly presentations.

We expect students to also demonstrate these core values outside of College as they travel to and from College in our uniform. The reputation of the College depends upon our students being seen as positive role models. Any student who fails to meet the high standards of the College on the way to and from College will be sanctioned through the consequence system.

6. Expectations

6.1 Uniform Expectations

All students are expected to wear the correct uniform from arrival and throughout the school day:

- College blazer with year group identification
- White shirt/blouse
- Full length pleated skirt to the knee or tailored trousers
- Sensible, plain black polishable school shoes, plain black polishable leather trainers or plain black polishable ankle boots (no



crocs or canvas footwear)

- Optional V neck plain black jumper under the blazer, **this is in addition to and not instead of** the blazer
- Outdoor coats must be removed in classrooms

6.2 Personal Appearance:

- Make-up should be natural in colour
- Nails must be a single colour and short
- Hair must be of a natural colour: tied up for PE / dance / science experiments and cooking
- Jewellery: Maximum 1 stud earrings per ear, 1 plain nose stud (no rings), 1 watch and all removed for PE / dance

6.3 Equipment Expectations:

- Black or blue pen
- green pen
- pencil
- ruler
- calculator

6.4 Mobile Phones and Electronic Devices

- Mobile phones and other electronic devices and accessories brought into college must be turned off / on silent and stored out of sight in the student's bag from the start of the day until they leave the building at the end of the day - they must not be **seen and / or heard** during the day
- 6th formers may use mobile phones / electronic devices and accessories in designated areas during their study periods but at no other time or place on college site during the working day
- This policy serves as an important safeguarding measure, protecting students and staff from undesirable materials, filming, intimidation or harassment
- Exceptions may be permitted for medical or personal reasons, with appropriate documentation and approval from the pastoral team

7. Behaviour:

7.1 Classroom Management:

All staff are responsible for setting the tone and context for positive behaviour within the College. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Core Values, behaviour and classroom expectations
- Develop positive relationships with students through meet and greet, establishing clear routines and communicating expectations
- Highlight, promote and reward good behaviour
- End lessons positively and start each day / next lesson afresh
- Have a clear plan for dealing with low-level disruption
- Use positive reinforcement consistently

7.2 Responding to Good Behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward:



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Verbal Praise - Students receive immediate verbal praise from staff for demonstrating our core values

Achievement Points - Students can be awarded achievement points by any member of staff at any point during the day. Achievement points link to our core values

Aspiration - completing work to a high standard	+2 Points
Aspiration - demonstrating a positive attitude to learning	+1 Point
Aspiration - representing the school	+2 Points
Tutor weekly award - meeting expectations all week	+10 Points
Aspiration - sustained engagement in learning	+2 Points
Care- kindness towards other students	+1 Point
Respect - being polite and respectful towards others	+1 Point
Responsibility - attended an extra-curricular club	+1 Point

Certificates / Postcards - Each area of the college has certificates / postcards that can be given to students for exceptional effort or demonstration of our core values

Additional Rewards:

Communicating praise to parents/carers via phone calls or written correspondence	Reward events
Whole-class or year group rewards	Opportunities to win vouchers in awards assemblies
Priority for trips and activities	Bronze Silver Gold badges of recognition
Positions of responsibility	
Annual College Awards Evening recognition	
Jump the queue pass	

7.3 Responding to Misbehaviour:

a. Warning / Reminder: To support the student in making the right choices, **not** logged on Arbor

b. Breach: Logged as a negative behaviour incident on Arbor, opportunity for the student to make the right choices

c. Refocus: Student removed from the classroom to another room, timetabled with middle or senior leaders, logged as negative behaviour

d. IEU: Student removed to Internal Exclusion Unit for next 2 lessons and a social time

Breaches are issued for.....	Breaches are not issued for....
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Talking when the teacher or others are talking Whispering or muttering when the teacher or others are talking Talking at any time when silence has been requested Turning around Placing head on desk Refusal to follow instructions Unkindness of any kind Walking out of the lesson Refusing to sit in your assigned seat Making silly noises to disrupt others Throwing or misusing classroom equipment Refusal to remove your coat Refusal to put your blazer on when asked Lateness to lessons	Not having a pen Walking into a lesson with your coat on Not understanding the learning or needing help Asking appropriate, relevant questions Being in emotional distress Coughing
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7.4 Behaviour Incident Points System:

Please see appendices for full

Example:

Truancy Internal - Aspiration	-5
Threat to health and safety - Care	-5
Persistent no PE kit - Responsibility	-3
Persistent late to lesson (more than 3 late in a week) - Aspiration	-3
late to lesson - Aspiration	-1
Failure to follow a reasonable request - Respect	-1
Mobile phone confiscation - Respect	-1
Uniform Blazer - Responsibility	-1

7.5 Consequences:

- If a student receives 3 breaches in a day they receive an automatic NNR (No Notice Restorative) for 30 minutes
- If they fail to attend the 30 minutes NNR it becomes a 60-minute NNR
- If they fail to attend a 60-minute NNR, they will be placed in IEU for a day
- If a student fails to meet expectations in IEU then this may be reset
- If a student refuses to do an IEU, they may be suspended for the rest of that day and at least one more day

7.6 Internal Exclusion Unit (IEU)

Internal Exclusion will be used at the discretion of the Senior Leadership Team to deal with serious incidents of misbehaviour. The IEU runs from 8.30am to 3.15pm (Wednesday 8.30 to 2.50pm) and students will undertake work



from the 5 lessons that they normally would have had that day.

7.7 External Suspensions (up to 45 days maximum in any one academic year)

Suspensions are a sanction the College can impose on a student and are taken only in relation to serious breaches of the College's behaviour policy or persistent breaches. Any decision to suspend is made by the Headteacher in line with the behaviour policy.

Suspensions will depend on the severity of the individual incident and the circumstances regarding the event but may be considered for the following non-exhaustive list of serious breaches of expectations:

- threatened or actual assault on a member of staff / student
- swearing or abuse towards a member of staff
- persistent failure to comply with reasonable requests
- bringing a banned item onto the College site (eg. weaponry, tobacco, alcohol, drugs)
- Vandalism
- Bullying
- failure to comply following refocus from lessons
- persistent breaches of uniform policy
- persistent truancy
- persistent inappropriate language
- Theft
- Fighting
- smoking, vaping or having any associated paraphernalia on site
- setting off the fire alarm
- malicious allegations against staff

The Headteacher may also decide to direct a student to offsite provision after 5 days. If this happens the student will enter full-time educational provision at another School or College on the sixth day and remain there until the end of the agreed period.

During the period of external suspension, the student is the responsibility of the parents or carers who may be fined if their child is unsupervised and in public during this time.

Work will be provided by the college for the student to do at home.

Following a student receiving a suspension, a re-admission meeting with parent / carers and either Deputy Head of Year / Head of Year or a member of the Senior Leadership Team and the student, will take place to discuss a support plan for the student. If the parent / carer does not attend the meeting it will be conducted with the student in the parent / carer's absence and a copy of the form sent to them. In some circumstances the Headteacher may issue a further period of suspension if assurances cannot be given that demonstrates reflection on the event that led to the initial suspension.

7.8 Governors' Disciplinary Panel

The Chair of the LGB is informed of all suspensions. In line with DfE guidance, Governors are responsible for convening a Disciplinary Panel within 15 school days where a student has been suspended for more than 15 school



days in a term, or where a permanent exclusion has been issued.

7.9 Permanent Exclusion

Permanent exclusion is the most serious sanction a college can impose and will be considered only in response to a serious breach, or persistent breaches, of the Behaviour Policy.

Permanent exclusions may be considered for very serious incidents such as, but not exclusively:

- persistent breach of the College's behaviour policy.
- persistent bullying
- assault or threatened assault on a member of staff
- spitting at a member of staff
- serious assault on another student
- illegal substance possession, use or dealing
- illegal substance paraphernalia
- sexual abuse
- Extortion
- serious threats of violence
- continual and malicious disruptions of the learning of others
- bringing weaponry onto the College site
- Persistent or serious verbal abuse towards a member of staff

7.10 Parents and Carers:

Parents and carers have the right to make representations to the Governing Body about a suspension. Where the Governing Body upholds a permanent exclusion, parents and carers have the right to request an Independent Review Panel (IRP).

7.11 Responding to Misbehaviour from Students with SEND

Recognising the Impact of SEND on Behaviour

The college recognises that students' behaviour may be impacted by SEND. When incidents arise, we will consider them in relation to a student's SEND, making decisions on a case-by-case basis.

The college will take its legal duties into account, including:

- Taking reasonable steps to avoid substantial disadvantage to disabled students (Equality Act 2010)
- Using best endeavors to meet SEND needs (Children and Families Act 2014)
- Securing provisions in EHC plans and cooperating with local authorities

Identifying Unidentified SEND

The SENCO may evaluate students exhibiting challenging behaviour to determine underlying needs. Support and advice will be sought from specialist teachers, educational psychologists, and medical practitioners where necessary.

Students with EHC Plans

For students with EHC plans, all provisions must be secured. If concerns arise about behaviour, the college will contact the local authority to discuss the matter and may request an emergency review.



8. The Use of Reasonable Force

Kingsthorpe College is committed to ensuring that all staff and adults with responsibility for students' safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour and use reasonable force only as a last resort.

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When staff have and to use reasonable force then they must complete the Numbered and Bound book.

Individual Positive Handling Plans may be developed for students at greatest risk of requiring physical intervention, created in consultation with college, parents/carers and student.

9. Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance.

9.1 Searching a Student

Searches will only be carried out by a member of staff authorised by the headteacher. The authorised member of staff will be of the same sex as the student, with another member of staff present as witness, except in urgent circumstances.

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

- Assess whether there is urgent need for a search
- Assess whether not doing the search would put others at risk
- Consider safeguarding risks to the student
- Explain to the students why they are being searched and what it entails
- Seek the student's cooperation

Prohibited Items may include:

- Knives or weapons
- Alcohol
- Illegal drugs



- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article reasonably suspected to be used to commit an offence or cause harm
- Mobile phones (when used inappropriately during college hours)

9.2 Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item, including what happened, what was found, what has been confiscated and what action has been taken.

9.3 Confiscation

Any prohibited items found in a student's possession will be confiscated. Items harmful or detrimental to college discipline will not be returned to students.

10. Off-site and Online Misbehaviour

Off-site Misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the college, travelling to or from college, wearing college uniform or in any other way identifiable as a student of our college.

Online Misbehaviour

The college can issue behaviour sanctions to students for online misbehaviour when it poses a threat or causes harm to another student, could have repercussions for the orderly running of the college, adversely affecting the college's reputation or when the student is identifiable as a member of the college.

11. Suspected Criminal Behaviour

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

12. Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

13. Malicious Allegations

Where a student makes an allegation that is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy, while also considering whether the pupil needs help or support.

14. Sanctions

14.1 FINE detention

- Arriving late to school without a valid reason
- Held at breaktime in PE1



14.2 NNR's

- Receiving 3 breaches in a day
- Being refocused for disruption in lessons
- Failure to attend NNR 30
- Held in the canteen after school from 3.15 to either 3.45 or 4.15 (2.50-3.20 on Wednesdays)

14.3 Refocus

- Removal from the own lesson to work in another classroom

14.4 Internal Exclusion Unit

- Students work for a period of time in the IEU – they will be provided with meaningful work to complete under the supervision of the IEU Manager
- In IEU students' hand in their mobile phones for the day
- Expectations are clear on the desks
- Students on a full day are collected from reception at 8.30am and taken to lunch at 1.15 or 12.50

14.5 Other sanctions may include:

- Writing a letter of apology
- Reflection on behaviours and consequences
- Removal of social time
- Community action

15. Supporting Students Following a Sanction

Following a sanction, the college will consider strategies to help students understand how to improve their behaviour and meet college expectations:

- Readmission meetings will discuss the wave of student support strategies
- Daily contact and support with pastoral leads and Form tutors
- Report cards with personalised behaviour goals
- Restorative conversations during NNR
- Referrals for additional support, for example, anger management or MHST or school nurse
- Education offered at a suitable alternative provision
- Off-site Direction may be considered for students at risk of Permanent Exclusion

16. Training

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

- The proper use of restraint and physical intervention
- The needs of students at the college
- How SEND and mental health needs can impact behaviour
- Understanding our core values and their implementation

17. Monitoring Arrangements Monitoring and Evaluating Behaviour



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The college will collect data on:

- Behavioral incidents, including removal from classroom, attendance, suspensions and permanent exclusions
- Use of isolation, alternative provisions and off-site directions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of college behaviour culture



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Data will be analysed termly by the Senior Leadership Team from various perspectives including college level, by age group, by individual staff members, by time periods and by protected characteristics.

17.1 Monitoring this Policy

This behaviour policy will be reviewed annually by the headteacher and Local Governing Body, or more frequently if needed to address findings from regular behaviour data monitoring.

17.2 Links with Other Policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Physical restraint policy
- Electronic Devices policy
- Anti-bullying strategy
- SEND policy
- Attendance policy
- Awards and rewards policy

Appendix A: Definitions

Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Rudeness
- Incorrect uniform
- Late arrival without valid reason
- Chewing gum
- Littering

Serious Misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the college rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration or sexual assault
- Sexual harassment, meaning unwanted conduct of a sexual nature
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items
- Bullying

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.

Every student has the right to feel safe and secure within our college environment, free from any threat of bullying. At Kingsthorpe College, we have a zero-tolerance approach to all forms of bullying.



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Appendix B: Home-College Agreement

By completing the admissions process, parents and students are acknowledging their agreement to abide by our core values, the college's policies, and this Home-College Agreement as a condition of enrolment and attendance.

As a Student at Kingsthorpe College, I will:	As a Parent/Carer, I will:	As a College, we will:
Respect others by arriving each day on time, properly equipped, and in correct uniform, prepared to give my best effort to all learning opportunities.	Ensure my child arrives at college on time every day, properly equipped to learn and wearing the correct uniform, demonstrating our commitment to being ready.	Provide high-quality teaching and learning every day, ensuring all students have the opportunity to achieve their potential and experience enriching opportunities.
Take Responsibility by treating all members of our college community with kindness and consideration, both in person and online.	Actively support the college in promoting our core values and ensure all communication with the college is conducted in a respectful and professional manner.	Treat all students, parents, and carers with fairness, dignity, and respect, building positive relationships that support every child's success.
Show Aspiration for my attendance, learning, and behaviour, attending every lesson and completing all work to the best of my ability.	Take responsibility for ensuring excellent attendance by only taking holidays during college holiday periods and reporting any absence on the morning of each day.	Set high expectations for behaviour, effort, and achievement whilst providing appropriate support to help every student meet these standards.
Show Care for our college environment by keeping it safe, clean, and tidy, and take pride in being proud to be at Kingsthorpe College.	Regularly check our student information system to stay informed about my child's progress, behaviour, and homework, and discuss both achievements and areas for improvement at home.	Monitor attendance, behaviour, and academic progress closely, recording information in a timely manner and keeping parents well-informed.



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This policy should be read in conjunction with all related policies available on the college website.