



BEHAVIOUR POLICY

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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.

AIMS OF THE POLICY

The purpose of this policy is to:

- Ensure a secure and stimulating learning environment where everyone will be inspired to do their very best.
- Promote and develop confidence, responsibility, social awareness, self-esteem and self-discipline.
- Provide effective procedures for promoting effort, achievement, and positive behaviour.
- Prepare students for life as independent adults with a clear sense of their responsibilities towards their communities and society in general.
- Ensure a secure environment in which all students can be free from bullying and intimidation.
- Ensure an environment where all individuals are valued regardless of protected characteristics e.g. race, gender, class, sexual orientation or ability.
- To ensure the values of the school are upheld by all members of the Kingsthorpe College community. These are responsibility, respect, aspiration, and care.

LEGISLATION AND 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 and schools](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils at school with medical conditions](#)

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.

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

ROLES AND RESPONSIBILITIES

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

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour, that

staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour and the values of the school.
- Recording behaviour incidents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to the student code of conduct.
- Inform the school of any changes in circumstances that may affect their child's Behaviour.
- Discuss any behavioural concerns with the class teacher, Head of Year or Deputy Head of Year promptly.

CODE OF CONDUCT

Kingsthorpe College is committed to providing a 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.

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.

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.

Respect

We show respect by:

- Treating everyone equally regardless of difference or personal opinion.
- Being courteous and polite at all times.
- Listening to and understanding others.
- Doing what we are asked by all members of staff when we are asked.

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.

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.

HOME / COLLEGE EXPECTATIONS

All students and parents sign a copy of the Home/College Learning Agreement which is sent home at the start of the academic year for all students and parents to sign.

| As a Student at Kingsthorpe College, I will: | As a parent / guardian, I will: | Kingsthorpe College Staff will: |
|---|---|---|
| <ul style="list-style-type: none"> • arrive each day ready to do the best I can at all times • attend school and lessons every day and on time, properly equipped and in the correct uniform • treat others in the way I would wish to be treated myself • show respect for the school environment by playing my part in keeping it safe, clean and tidy • listen to and follow instructions from all staff straight away • do all my classwork and homework, on time and to the very best of my ability • actively engage with my learning, respond to teachers' feedback | <ul style="list-style-type: none"> • ensure that my child arrives to school on time, every day, properly equipped to learn and in the correct uniform • actively support the school in promoting the behaviour and values which lie at the heart of the school community • ensure that all holidays are taken during school holiday time • report reason for absence to the school on the morning of every day of absence • log into and monitor Arbor Parent Portal and ensure positive and negative behaviour is discussed at home • ensure children are actively supported in undertaking homework and any work missed | <ul style="list-style-type: none"> • treat students fairly, modelling mutual respect for all members of the school community • provide an inclusive environment where all students feel safe and understand how to stay safe • ensure that effective teaching and learning takes place, to best meet the individual needs of all students • set clear targets and give appropriate feedback to assist all students in fulfilling their potential • ensure that all learning time is used effectively and without compromising on high standards • ensure homework is relevant and set in line |

| | | |
|--|--|--|
| <p>and seek out opportunities to extend my learning</p> <ul style="list-style-type: none"> • behave in a way which shows I am proud to be a member of Kingsthorpe College, both inside and outside of school. | <p>through absence</p> <ul style="list-style-type: none"> • inform the school of any change in home circumstances which may affect a child's learning • inform the school promptly of any change of home contact details • ensure that all communication with the school is undertaken in a respectful manner • attend consultation and relevant information evenings. | <p>with the college policy</p> <ul style="list-style-type: none"> • keep families informed of their child's progress and attendance and respond promptly and professionally to contact from families. |
|--|--|--|

BEHAVIOUR SYSTEM – CONSEQUENCES

The sanction and achievement system supports teaching and learning by combining the rights of teachers to teach and the rights of students to learn. It is intended to be a positive system. Students will be made aware that poor behaviour will not be accepted and that clear procedures will be followed for those students who fall short of the College expectations. These are given in the form of breaches. Breaches can be given throughout the school day or during lessons, and the number of breaches are accumulated in one day translates into the sanction given below.

LESSON

| Step | Sanction |
|--|--|
| Step 1 Reminder | Reminder of expectations and an example or explanation about how to make the correct choice regarding their behaviour. If the student has a time out card, it might be worth reminding them that they could use it at this stage. They should return to the lesson after 10 minutes unless an alternative arrangement is agreed by the Head of Year or the SEND department and stated in the student's plan |
| Step 2 Breach 1 | First breach in lesson. Breach placed on the system – One point. A conversation should now take place with the student regarding expectations in an attempt to prevent them reaching breach 2 |
| Step 3 Breach 2 | 30min Detention set for the next day. Faculty refocus can be used at this point |
| <p>The On-call button can be used to enable a member of the pastoral team to be available to support only after a step 3 breach or a serious incident or if a child refuses to be refocused. On call does not need to be used if a member of staff can keep the student in the lesson.</p> <p>However, on call should be used immediately in cases of dangerous behaviour, swearing at a member of staff, or behaviour that is stopping the rest of the class from learning.</p> <p>On call staff will try to get students back into class or refocus them. If this is not possible because a student refuses or their behaviour does not allow that, they will take students to the on-call base in the library. These will be recorded and added to the NNR list as a 60 minute NNR the following day. Two or more in one day will lead to the student spending the remainder of the day in the on call base.</p> | |
| Log every breach individually, on Arbor. | |
| If a student receives two breaches in a day, they receive a 30 minute next day detention | |
| If a student receives two or more on calls for negative behaviour in a day (Stage 3) they will be placed in the IEU (Internal exclusion unit) | |
| If a student receives three or more breaches in a day, they receive a 60 minute detention the following day | |
| If a student fails to attend the 30 minute detention, it is reset the following day for 60 minutes. If a student fails to attend that they are placed in the IEU the following day | |

TUTORS WILL ISSUE FINES (BREAKTIME DETENTIONS) FOR LATENESS AND LACK OF EQUIPMENT

The following sanctions will **typically** be applied for the following breaches of the KC

behaviour expectations. In some cases, it will be determined by the seriousness of the actions and consequences. All suspensions are at the discretion of the Headteacher or their appointed deputy.

It may become necessary to add behaviours to this list as they arise when we review this policy.

| | Breach to be placed on Arbor | Fines – break detention | Department Detention – to be arranged | 30 minute detention after school | 60 minute detention after school | Isolation | Suspension |
|---|------------------------------|-------------------------|---------------------------------------|----------------------------------|----------------------------------|-----------|------------|
| Persistent lack of homework (Two or more occasions not completed) | Y | | Y | | | | |
| Persistent lack of equipment | Y | Y | | | | | |
| Incorrect uniform without a valid reason | Y | | | Y | | | |
| Mobile phone being seen or heard leads to confiscation | Y | | | | | | |
| Eating food in the wrong place and/or the wrong time | Y | | | | | | |
| Dropping litter | Y | | | | | | |
| Lateness to school | Y | Y | | | | | |
| Lateness to lesson | Y | | | | | | |
| Disruption of lesson (see table above) | Y | | | Y | Y | Y | Y |
| Disruptive or anti-social behaviour around the site (Pushing, queue jumping, jostling, running) | Y | | | Y (if behaviour continues) | | | |
| Failure to comply – this will be managed through the breach system but if an on call member of staff cannot get a student to follow a reasonable request then IEU or Suspension will be the typical outcome | Y | | | | | Y | Y |
| Possession of smoking materials/alcohol/vapes | Y | | | | | Y | Y |
| Internal Truancy | Y | | | | Y | | |
| Persistent Internal Truancy | | | | | | Y | Y |
| Internal Truancy with a failure to comply | Y | | | | | | Y |
| Swearing or verbal abuse towards a member of staff | Y | | | | | | Y |
| Fighting/aggressive behaviour | Y | | | | | Y | Y |
| Assault | | | | | | | Y |
| Bullying including cyber | Y | | | Y | Y | Y | Y |

| | | | | | | | |
|---|---|--|--|---|---|---|---|
| bullying (See separate policy) | | | | | | | |
| Discriminatory language against protected characteristics | Y | | | Y | Y | Y | Y |
| Racism | Y | | | | | Y | Y |
| Deliberate vandalism | Y | | | | Y | Y | Y |
| Theft | Y | | | | | Y | Y |
| Acts likely to endanger others (e.g. throwing objects) | Y | | | | | Y | Y |
| Possession of a dangerous weapon | Y | | | | | | Y |
| Failure to report to lunchtime detention | Y | | | | Y | | |
| Failure to report to after school detention | Y | | | | | Y | |

For serious offences: These include swearing at a member of staff, dangerous behaviour, physical assault, bullying (racial or homophobic abuse). It will lead to time in our IEU room where they will complete work or online lessons, fixed term suspension or permanent exclusion depending on the seriousness of the incident. These reasons could lead to a suspension at the Headteacher's discretion.

If a student has accumulated 15 behaviour points in a week, they will be given a day in the IEU room once they have hit 15 points

Isolation

If a student has three days in the IEU room within a year, then the next similar breach becomes a fixed term suspension. The next three will lead to a two-day suspension. The next three will lead to a three-day suspension and a meeting with the student and parent/carer.

Fixed term suspension.

If a student has five fixed term suspensions, a meeting will be convened to discuss the student's behaviour and a way forward. Permanent exclusion or alternative education will be discussed. This might include off site provision or a managed move at another school.

NB. Students should use the toilet, get drinks etc. at break and lunchtime, not during a lesson. If a student does have a genuine reason for needing to leave the classroom, they will be issued with a toilet pass by the member of staff. Students out of lessons will be challenged as to why they are outside the classroom. If a student asks to go to the toilet during the lesson, it will be recorded on our management system (Arbor) so parents can view this. There is no negative value associated with this behaviour.

Uniform cards

Students will be issued with a uniform card if their uniform is not correct, and we are unable to provide them with the correct uniform for that day. Parents will be informed of uniform breaches, and we will support where we can. Parents may be asked to bring alternative uniform if we have exhausted other options.

Support strategies

A range of support strategies are available to support students in managing their

behaviour. The following support and interventions are available:

- Time out card.
- Restorative conversation
- Behaviour contract.
- Personalised Support Programmes.
- The Learning Support Unit.
- Referral to Deputy Heads of Year
- Referral to Multi-Agency group (wave 3 intervention).

THIS MIGHT INCLUDE:

- Involvement by other agencies such as social services, police, school nurse, Educational Psychologist, CAMHS and others.
- Early Help Assessment.
- Online learning packages (e.g., Academy 21)

Recording of Achievements and consequences

Achievements and consequences are recorded in Arbor (College's Central Management System) and awarded points according to the type of reward or consequence. All students have an annual on-going record of their number of reward and behaviour points. Staff are also able to record comments on positive or negative behaviours and set detentions.

SUSPENSIONS

Suspensions are a sanction the College can impose on a student and are taken only in relation to serious breaches of the College's disciplinary policy or persistent breaches. Any decision to suspend is made by the Headteacher in line with the behaviour policy and considering all the circumstances, the evidence available at the time and the need to balance the interests of the student against those of the whole College community.

Internal Exclusion Unit

Internal Exclusion will be used at the discretion of the College Senior Leadership Team to deal with serious incidents of misbehaviour. The Senior Member of staff attached to the Year Group, the Deputy Head or Headteacher will determine the number of days for the student to be in the Internal Exclusion Unit.

The Internal Exclusion Unit may also be used in conjunction with a suspension. The IEU runs from 8.30am to 3.30pm (Wednesday 8-30 to 3-05pm) and students will undertake work from the 5 lessons that they normally would have had that day.

External Suspensions

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

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.

- bringing a banned item onto the College site (eg. weaponry, tobacco, alcohol, drugs)
- vandalism
- bullying
- failure to comply following withdrawal from lessons.
- persistent breaches of uniform policy
- persistent truancy
- persistent racist 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-integration meeting with parents, a member of the Senior Leadership Team and/or Head of Year and the student meet to discuss a support plan for the child. This is intended to be supportive and reduce any future suspensions. All students will be re-admitted into the College only after a re-integration meeting has taken place. In most cases a Behaviour Agreement is signed, and the student is placed on a monitoring report.

Permanent Exclusion

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

- persistent breach of the College's disciplinary 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

Parents and Carers

Parents and carers have the right to make representations to the Governing Body about a suspension. The Governing Body makes the ultimate decisions on any recommendations by the Headteacher to permanently exclude a student. Where a governing body upholds a recommendation for a permanent exclusion, parents and carers have the right to appeal the decision to an Independent Review Panel.

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.

The key objectives are to:

- Maintain the safety of students, staff, and visitors.
- Prevent serious damage to property.
- Prevent serious breaches of college discipline.

These powers can be used in the following circumstances:

- To remove disruptive students from a classroom or event to maintain good order and discipline.
- To prevent a student leaving a classroom where allowing the student to leave would risk their safety, the safety of others or lead to behaviour that disrupts others.
- To prevent a student from attacking a member of staff or another student or to stop a fight.
- To restrain a student at risk of harming themselves through a physical outburst.

This aspect of the Promoting Positive Behaviour Policy is based upon the DfE document. 'Use of Reasonable Force' July 2016.

RECORDING AND REPORTING INCIDENTS

The College keeps a record of all incidents of reasonable force. The incident book is located in the main reception area. All records are kept for ten years after the date of the incident.

Parents/carers will be informed as soon as possible after any recordable incident. Parents/carers will be telephoned before details are confirmed in writing. Parents/carers will be informed of when and where the incident took place, which members of staff were directly involved (staff will be anonymous where necessary), why they decided physical intervention had to be used, what physical intervention was used, whether there were any injuries and what follow up action was being taken in relation to their child.

The Headteacher will be informed, at the earliest possible opportunity, that a physical intervention has taken place. The Deputy Headteacher will initiate the recording process and review each incident.

Governors will be informed of the number of physical interventions on an annual basis.

SEARCHES, SCREENING and CONFISCATION

Members of staff can search students for any items banned by the school or potentially stolen items, with their consent. The Headteacher (or appointed deputy) will be required to authorise a member of staff (typically a senior leader or member of the pastoral team) before this can take place. We have the power to search students without their consent where there is reasonable suspicion that the student may have items such as weaponry, alcohol, tobacco, illegal drugs, fireworks, pornography or stolen items. Formal written consent is not required. It is enough to ask the student to turn out his or her pockets or to look in his or her bag. This will also need to be approved by the Headteacher or appointed deputy.

Banned items are defined as any items that are not necessary for the education of the

student. This list is not exhaustive but includes inappropriate magazines, any smoking materials, water pistols, or items of inappropriate clothing.

Members of staff can seize any banned or prohibited item found as a result of a search or which they consider detrimental or harmful to College discipline.

Where a search is carried out without the student's consent the College will ensure:

- there will be two members of staff present at all times during the search
- all searches will be carried out by a staff member who is the same sex as the student
- the witness to the search will also be the same sex as the student where possible
- the student will not be asked to remove clothes, other than items of outer clothing like their coat, jacket or blazer.

Confiscated items will be returned to parents, not students. Confiscated items such as controlled drugs or stolen items will be passed to the police.

The College may decide to screen students using an arch metal detector or wand if deemed necessary.

All searches, screening and confiscations will be carried out according to the advice contained in the DfE document 'Screening, searching and confiscation.' (July 2022).

BEHAVIOUR OUTSIDE OF THE SCHOOL PREMISES

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. (Behaviour in Schools: DfE 2022)

Conduct outside the school premises, including online conduct, that KC might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

ALLEGATIONS AGAINST STAFF MEMBERS

If a complaint is made against a member of staff, it will be fully investigated in line with our complaints procedure and having taken appropriate advice. However, if after a full and thorough investigation, it is considered that the allegation against the member of staff was unfounded and malicious, any record of the incident will be removed from the member of staff's personnel record. The student or students involved in making malicious allegation(s) may be disciplined according to the severity of the incident up to and including permanent exclusion.

MONITORING AND EVALUATING

The Governing Body and the Senior Leadership Team will put systems in place to monitor and evaluate the implementation and the effectiveness of this policy.