

Behaviour for Learning Policy

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1.0 Rationale

KNGS Behaviour for Learning Policy promotes behaviour for learning that enables all students:-

- To be safe and to feel safe
- To value their wellbeing and that of others
- To be able to respect equality and diversity
- To be able to respect and value their learning and that of others
- To be supported to flourish academically, emotionally and socially
- To be or feel successful
- To be courageous in their positive actions
- To find satisfaction by behaving well
- To be praised and rewarded for exemplary behaviour

2.0 Purpose

The policy sets out the skills we expect students to acquire to ensure a sustainable and consistent culture of expected norms (refer to Appendix A) and routines (refer to Appendix B) in order to maintain exemplary behaviour for learning in the classroom, around school and in the community at all times, showing respect and courage in order to flourish.

3.0 Practice

KNGS will:-

- Create a consistent and fair approach to behaviour for learning strategies;
- Provide CPD at least annually for all staff and all new staff in induction to ensure consistency in practice.

- Teach all students to understand the high expectations alongside:-
 - Self-discipline
 - Self-regulation
 - Resilience
 - Hard work
 - Patience
 - Effort
 - How to focus, listen, speak well and ask questions
- Where behaviour for learning expectations are met and exceeded, students will be praised and rewarded.
- Where expectations are not met students will be supported to meet them.
- Where boundaries of acceptable conduct are at a point beyond which they cannot go, a clear escalating series of sanctions will be implemented (refer to Appendix C).
- Where students find this more challenging, we will work collaboratively with parents/carers and we will provide differentiated support in the form of tailored interventions and when beneficial, work with external agencies.
- School staff can search students, with their consent, for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a prohibited item, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. For example (this is not an exhaustive list):
 - Knives
 - Illegal drugs
 - Fireworks
 - Weapons
 - Stolen items
 - Pornographic images
 - Alcohol
 - Tobacco and cigarette papers
- All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

4. Roles and Responsibilities

The Headteacher and School Leadership Team:

- Will be responsible for the day-to-day leadership and management of the policy and procedures.
- Will lead by example and be explicit in their expectations.
- Will track and monitor attendance supporting students, parents and carers in improving a student's attendance, should attendance not improve then the Local Authority's Fast Track processes will be followed.

All school staff:

- Will be responsible for ensuring that the policy and procedures are followed, understood, regularly revisited, consistently and fairly applied.
- Will lead by example and be explicit in their expectations.
- Advise the Headteacher on the effectiveness of the policy and procedures.
- Support the Headteacher and School Leaders/Managers, in creating a high-quality learning environment, actively teaching positive behaviour for learning and implementing the agreed policies and procedures consistently.
- Provide a personalised approach to the specific behavioural needs of identified students.

Parents and carers are:

- supported to help their child to take responsibility for their behaviour for learning.
- encouraged to take responsibility for the behaviour of their child both within school and the local community, including when on trips and visits and on their journey to and from school.
- encouraged to work in partnership to assist in maintaining high standards of desired behaviour.
- encouraged to actively raise with the school any issues in relation to the operation of the policy.

- to inform the school of any changes in circumstances that may affect their child's behaviour, well-being or attendance.
- to ensure their child attends school punctually and aims for 100% attendance.

Students are expected to:

- take full responsibility for their own behaviour within school and the local community, including when on trips and visits and on their journey to and from school.
- take responsibility for their social and learning environment making it safe by reporting undesirable behaviour, showing respect and courage in order that they can flourish.
- attend school punctually and aim for 100% attendance.

4.0 Monitoring and Review:

The policy and its effective implementation will be monitored and reviewed:

- internally, at least termly, through the self-review process and with governors annually.
- by the Deputy Headteacher (Students) with members of the Senior Leadership Team. All staff will contribute to regular review, through staff briefings and self-review.
- students will contribute to regular review through the Student Leadership Group.
- parents and carers will contribute to regular review through surveys completed at consultation evenings.
- the Governors will participate by reviewing reports presented to the Standards & Curriculum Committee at each meeting held throughout the year.

Other Relevant School Documents:

- SEND Policy
- Safeguarding and Child Protection Policy
- Exclusion Policy
- Equality Policy
- Anti-Bullying policy
- Curriculum Policy
- Assessment Policy
- Homework Policy
- Uniform Policy
- Teacher Appraisal
- Teaching and Learning Policy
- Staff Code of Conduct and Dress Code
- Staff Disciplinary procedure
- Charging and Remissions Policy
- Temporarily Extended Home School Agreement: Extended rules and behaviour expectations KNGS norms and routines guidance (to be published May 2021)

This policy should be read with reference to: *section 89 of the Education and Inspections Act 2006, the Education Act 2011, the Education (Independent Schools Standards) Regulations 2014 relating to academies and free schools, and DFE guidance Behaviour and discipline in schools January 2016 and Behaviour and discipline in schools September 2015, as well as DFE advice on Mental health and behaviour in schools November 2018. In the light of the coronavirus pandemic, the DFE's 'Checklist for school leaders to support full opening: behaviour and attendance is recommended guidance.*

APPENDIX A: EXPECTED NORMS

In order for all students to be safe and to flourish personally and academically we expect all members of our community to:

- be considerate and caring of others' needs and wellbeing within our school and local community.
- respect every member of the school and local community, demonstrating respect of equality and diversity.
- create a calm and purposeful learning environment by following school and classroom routines at all times.
- show pride in themselves by:
 - always working hard in order to flourish.
 - showing self-discipline, self-regulation, patience and effort.
- Show pride in our school by:
 - wearing the correct uniform with pride.
 - respecting the school environment and the local/wider community.
 - contributing to year group/house and community events.

To receive Praise

Students will receive verbal praise for meeting expectations. Students will receive house points, certificates and rewards and will be invited to celebrations for showing respect and courage and flourishing as a result of demonstrating sustained effort, self-discipline, self-regulation, hard work and effort.

APPENDIX B: EXPECTED ROUTINES

KNGS routines

Arrival at school:

- Arrive punctually, wearing the correct uniform, in good time to put coats in lockers and with mobile phones turned off and out of sight, when inside the school gates. Smart Watches must be used to tell the time only.
- Aim for excellent attendance and punctuality.

Moving around school:

- Move safely, quietly and calmly, walking on the left of corridors, getting to form and lessons on time.

During social times:

- Enjoy social times with peers, eating in designated areas, putting litter in the bin and respecting the school environment.
- When queuing for the canteen, line up in pairs, waiting calmly and quietly during the allocated time.
- Listen carefully to instructions and follow instructions from all adults in school.

During lessons:

- Be prepared by bringing all necessary equipment including planners, two pens, pencil, ruler, glue stick, rubber and sharpener. Bring the specialist equipment specified by subjects such as PE kit, cooking ingredients or calculators if needed that day.
- Line up outside the classroom quietly and in pairs with planners and equipment out and ready to start the lesson promptly.
- Listen carefully to instructions and always do their best in lessons, including the presentation of their learning in exercise books.
- Make a note of all homework ensuring that deadlines are recorded and adhered to.
- Have the mindset to learn and allow others to learn.

At all times:

- Treat others and the school environment with respect.
- Demonstrate respect and courage in order to flourish.

APPENDIX C: SUPPORT AND SANCTIONS

If students do not follow the expected norms and routines they will be supported to do so via the following:

1. Norms and routines will be clearly explained with opportunities for students to follow them and ask questions if appropriate e.g. accessing learning, removal of makeup, change of uniform or jewellery, removal of false nails/remove nail polish, confiscation of mobile phone, punctuality and attendance.
2. The initial request will be repeated and a time given (2 minutes) in which to respond.
3. To support students to follow the request they may be asked to:
 - Move seats
 - Move classrooms
 - Other Faculty processes as appropriate
4. On the third request the words “*I am going to give you a couple of minutes (to choose) do the right thing.*” Following the 2 minutes “*I will have to call a colleague.*” On-Call will be used if other solutions have been exhausted or are unsuitable. Additional support outside of the classroom for the student will be accessed through the Faculty structure or by the Head of Year or Student Support Team. Wherever possible and appropriate, it is expected that students will return to the classroom ready to learn.
5. Logs will be recorded if students knowingly don't follow the expected norms and routines. The grid below will be followed, from 5 logs or for a one-off incident deemed to meet the need for internal exclusion.
6. Parents/carers will be contacted, if needed, in order to help their child to follow expected norms and routines e.g. to support with conversations with their child, collect mobile phones or smart watches.

Where students repeatedly do not follow expected norms and routines, they will be supported via the Faculty Leader, Head of Year or Student Support Team who will give more personalised support for each student.

Escalation processes and support: Key terms

- **Restore room:** A quiet room which students can be invited to use for a short period of time if they are not emotionally ready to engage in conversation, return to lessons or the Renewal room.
- **Renewal room:** Internal isolation. In this room students will complete a core curriculum offer, receive appropriate interventions and develop the understanding of how to behave in preparation for reintegration into the classroom. Where appropriate, restorative justice will be used so that a harmonious learning environment can be restored.
- **School Team Around the Child (STAC) meetings:** These will be initiated to support a behavioural, emotional or learning need. They do not need to be linked to a behaviour incident. Staff, parents/carers, student and external agencies attend as appropriate.
- **Attendance:** This will be supported using Attendance Success Plans (ASP), Family Success Plans (FSP) and the LA Fast Track Process.

STUDENT RECEIVES 5 BEHAVIOUR LOGS		Detail
STEP 1	Form Tutor Report : 2 weeks	<ul style="list-style-type: none"> • Parents informed by letter home • Week 1 review: Form Tutor phones home:- <ul style="list-style-type: none"> ➤ Praise for number of logs OR ➤ Praise for reduced logs alongside re-establishing expectations of zero logs for week 2 OR ➤ Raise concern of no improvement and re-establish expectations of zero logs for week two

		<ul style="list-style-type: none"> ➤ Explain that with no improvement in week 2 the Head of Year will consider escalation to one of the following:- <ul style="list-style-type: none"> ❖ 3rd week of Form Tutor report ❖ Head of Year report (monitored daily) ❖ Possible fixed term or internal exclusion • Week 2 review: Form Tutor adds additional comments and sends the report home:- <ul style="list-style-type: none"> ➤ Outcome 1: Praise (no logs); process ends <i>OR</i> ➤ Outcome 2: If logs received during 2nd week, or 3 more logs received in the following 5 weeks, the Head of Year will consider escalation to one of :- <ul style="list-style-type: none"> ❖ 3rd week of Form Tutor report ❖ Head of Year report (monitored daily) ❖ Move to STEP 2 <p>All monitoring will be recorded in SIMS. A successful report will end the process.</p>
STEP 2	1 day in the Renewal Room	<ul style="list-style-type: none"> • Parents informed by letter home • 3 week Head of Year report (monitored daily) begins the day after renewal room
STEP 3	Head of Year report 3 weeks	<p>Daily monitoring of Head of Year report. Head of Year reports home weekly either:-</p> <ul style="list-style-type: none"> ➤ With a successful report; process ends after 3 weeks <i>OR</i> ➤ If logs continue/increase, move to step 4
STEP 4	2/3 days in the Renewal Room	<ul style="list-style-type: none"> • Parents informed by Head of Year • STAC meeting planned
STEP 5	STAC meeting	<p>Possible outcomes: Initial Concerns Checklist, Friends Programme, Forward Thinking Birmingham referral, early help/other agencies, fixed term exclusion, Headteacher meeting, Governor panel, sharing panel, alternative provision, EHCP initiation.</p>
STUDENT INVOLVED IN ONE OFF INCIDENT		
	Break or lunchtime detention	Used at the discretion of the Student Support Team and Heads of Year where a one-off incident does not require the Renewal Room.
STEP 1	1 day in the Renewal Room	<ul style="list-style-type: none"> • Parents informed by letter home; process explained • Student either remains on Form Tutor report (2 weeks as STEP 1 above) or Head of Year report (3 weeks as STEP 3 above) <p><i>OR if currently not on report</i></p> <ul style="list-style-type: none"> • 2 week Renewal Room report begins the day after Renewal room
STEP 2	2 week Renewal room report	<p>After 2 weeks, additional comments are added and the report is sent home</p> <ul style="list-style-type: none"> • Praise for no logs and the process ends <i>OR</i> • if logs received during the 2 weeks, move to STEP 3
STEP 3	3 week Head of Year report (monitored daily)	See STEP 3 above

On very rare occasions, students demonstrate extreme behaviours; these are managed in the following ways:

EXTREME BEHAVIOUR		
Incident	Information	Level of Sanction
Video, still image and sound recording of others	No image, video or sound recording/posting is allowed without permission.	<ol style="list-style-type: none"> 1. Device confiscated and behaviour log (including on trips) 2. Sanctions from detention to exclusion can be awarded for first event. 3. Possible report to Police 4. Head of Year report
Breach of Health and safety	Any actions that breach health and safety	<ol style="list-style-type: none"> 1. Communication with parents/carers 2. Head of Year report 3. Possible internal exclusion 4. Possible fixed term or permanent exclusion
Theft Vandalism	School property or anybody's personal belongings	<ol style="list-style-type: none"> 1. Communication with parent/carer 2. Head of Year report 3. Possible police involvement 4. Possible cost reimbursement 5. Other school sanction internal exclusion/up to fixed term exclusion
Alcohol	Not allowed in school including no consumption at any time, including before school.	<ol style="list-style-type: none"> 1. Communication with parents/carers 2. Head of Year report 3. Possible internal or fixed term exclusion up to permanent exclusion 4. Possible referral to alcohol intervention groups or other police service
Smoking and Vaping	Not allowed in school or in uniform outside of school; this includes smoking and vaping paraphernalia which are not allowed in school.	<ol style="list-style-type: none"> 1. Communication with parents/carers 2. Head of Year report 3. Possible sanctions internal exclusion/up to fixed term exclusion.
Illegal drugs Bringing weapons into school	<p>Not allowed in school.</p> <p>Bringing weapons into school or using items such that may be deemed a weapon.</p>	<ol style="list-style-type: none"> 1. Police informed 2. Communication with parents/carers 3. Possible internal or fixed term exclusion up to permanent exclusion 4. Possible referral to drug intervention groups or other police service 5. Head of Year report
Radicalisation	Preaching of extremist views is not permitted including on social media	<ol style="list-style-type: none"> 1. Referral to children's services 2. Referral to the Government's Prevent Assessment/Channel programme. 3. Police informed 4. Communication with parents/carers 5. Possible Permanent Exclusion 6. Head of Year report
Any behaviour against equality and diversity	Treating someone less favourably based on a protected characteristic as defined in the Equality Act is not permitted.	<ol style="list-style-type: none"> 1. Communication with parents/carers 2. Head of Year report 3. Internal exclusion 4. Possible fixed term or permanent exclusion

Physical abuse towards others	Includes actions deemed by students as 'playing'.	<ol style="list-style-type: none"> 1. Internal exclusion/fixed term exclusion 2. Permanent exclusion 3. Head of Year report
Bullying	<p>All students and staff should feel safe. Refer to Anti-bullying policy</p> <p>Bullying:-</p> <ul style="list-style-type: none"> • Online (including out of school but to a school member) • Verbal (including malicious allegations) • Physical • Intimidating behaviours 	<p><i>Ranging from set sanctions such as:</i></p> <ol style="list-style-type: none"> 1. Possible internal or fixed term exclusion up to permanent exclusion 2. Restricted site access, restricted contact between peers 3. Self-empowerment 4. Mediation 5. Restorative Justice 6. Refer to anti –Bullying policy for details 7. Head of Year report