



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 treated with kindness, dignity and respect
- To be supported to flourish academically, emotionally and socially
- To be or feel successful
- To be courageous and empowered in their actions and in resolving conflicts.
- 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 and routines (refer to Appendix A) 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.
- To create an environment where everyone is and feels safe and is treated with respect.

3.0 Practice

KNGS will:-

- Create a consistent, fair and relational approach to behaviour for learning strategies.
- Create an environment where everyone is and feels safe and is treated with respect.
- Not tolerate disruption, bullying, physical threats, abuse and intimidation.

- Provide CPD at least annually for all staff and all new staff in induction to ensure consistency in practice in behaviour management.
- Introduce or re-introduce students to behaviour systems and norms and routines annually, throughout the year and on induction to school for new students.
- Provide training to staff and students to use the principles of the Get on Board (Girls on Board external program re-named) approach to resolve and de-escalate friendship issues.
- Teach all students to understand the high expectations and what good behaviour looks like alongside:
 - Self-discipline
 - Self-regulation
 - Proper regard for authority
 - 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.
- Following support and de-escalation, 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 B).
- Where students find this more challenging, we will work collaboratively with parents/carers and we will provide adaptations in the form of tailored interventions and when beneficial, work with external agencies.
- Additional support and adaptations will be provided for students with additional needs where those needs might affect behaviour. This will be provided by all staff and explicitly by the inclusion team.
- Safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), prejudice-based and discriminatory bullying. KNGS also acknowledge that even if there are no reported cases of Child on Child abuse, such abuse may still be taking place and as such will continue to develop our curriculum to educate students and promote our reporting systems. Any incidents of child-on child abuse will be managed alongside the Safeguarding and Child protection policy.
- Detentions: some detentions are held after school. Where detentions are held afterschool parents/carers are informed at least a day before. All staff are able to award detentions in line with Appendix B.
- 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, this includes the use of detector wands, 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	➤ Vapes, tobacco and cigarette papers	➤ Items which have been modified for self-harm (e.g. blades removed from sharpener)
- 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.

- This policy applies to pupil behaviour both in school and beyond the school gates, when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school

This policy also applies when pupils display misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Where a pupil takes part in criminal or anti-social behaviour, or poses a serious threat to a member of the public, the school will co-operate fully with any police investigation into the behaviour of pupils in and outside school.

4. Roles and Responsibilities

The Headteacher, School Leadership Team and Designated Teacher will:

- be responsible for the day-to-day leadership and management of the policy and procedures.
- lead by example and be explicit in their expectations.
- track and monitor behaviour supporting students, parents and carers in improving a student's attendance, in line with the behaviour processes and policy (from September 2023)
- manage suspension, exclusions and internal exclusions in line with the Schools' suspension and permanent exclusion policy.
- The Designated Safeguarding Lead (DSL) and all staff will follow the schools Safeguarding and Child Protection Policy.

Kings Norton Girls' School will:

- create a climate and ethos that supports social, emotional and mental health needs.
- protect the relationships.
- create protective factors (resilience).
- consider the context of the situation.
- consider what the behaviour is communicating.
- maintain clear boundaries and expectations around behaviour.
- consider the child's additional needs (learning, communication, social, emotional, sensory/physical).
- be non-judgmental and avoid causing shame.

All school staff will:

- be responsible for ensuring that the policy and procedures are followed, understood, regularly revisited, consistently and fairly applied.
- use a relational approach to behaviour for learning strategies.
- lead by example and be explicit in their expectations.
- deliver annual Get on Board introductory sessions to students in all year groups as well as reactive sessions based on need throughout the year.
- 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.
- adapt their responses providing a personalised approach to the specific behavioural needs of identified students.
- help students, following a sanction, to understand how to improve their behaviour and meet expectations. This help will be provided by the class teacher, form tutor, head of year or inclusion team and will be adapted to meet the needs of the students and behaviour.

Parents and carers will:

- support the school's behaviour for learning policy and reinforce the policy at home.
- support their child to take responsibility for their behaviour for learning.
- take responsibility for the behaviour of their child both within school and the local community, including when on visits and on their journey to and from school.
- work in partnership to assist in maintaining high standards of desired behaviour.
- actively raise with the school any issues in relation to the operation of the policy.
- inform the school of any changes in circumstances that may affect their child's behaviour, well-being or attendance.
- ensure their child attends school punctually and aims for 100% attendance.

Students will:

- follow the school's norms and routines.
- 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.
- use the principles of the Get on Board approach to attempt to resolve their own friendship issues when needed.
- avoid engaging in bullying behaviour or incidences of bullying by following the Anti-Bullying policy.
- 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.
- The Governors will participate by reviewing reports presented to the Standards & Curriculum Committee at each meeting held throughout the year.

5.0 Other Relevant School Documents:-

- SEND Policy
- Safeguarding and Child Protection Policy
- Suspension and Permanent Exclusion Policy
- Equality Policy
- Anti-Bullying policy
- Managing Drug Related Incidents Policy
- Curriculum Policy
- Assessment Policy
- Attendance policy (from September 2023)
- 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.*
- *Behaviour in Schools (Advice for Headteachers and school staff), September 2022.*

APPENDIX A: EXPECTED NORMS AND ROUTINES

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 and in our school by:-
 - always working hard in order to flourish.
 - showing self-discipline, develop patience and effort.
 - wearing the correct uniform.
 - respecting the school environment and the local/wider community.
 - contributing to year group/house and community events.

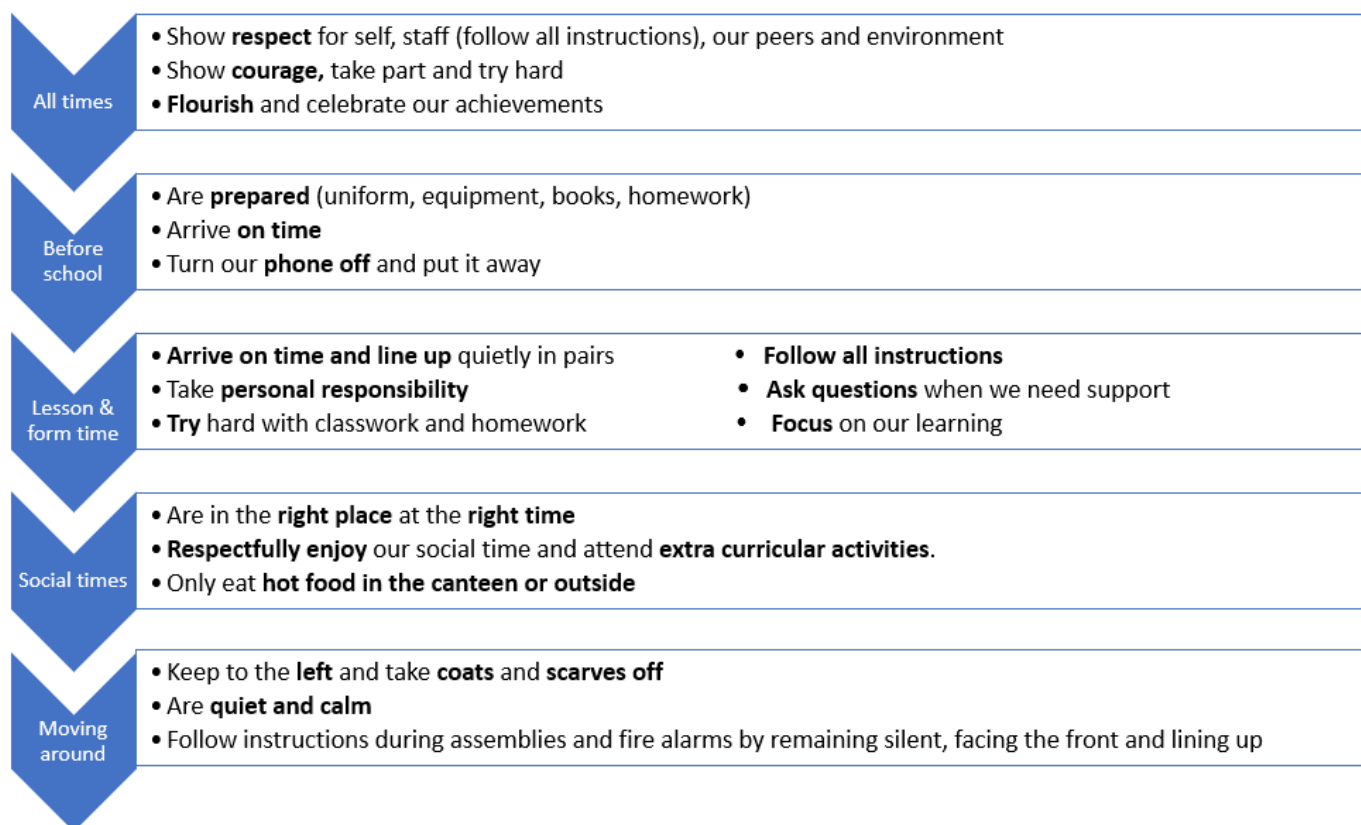
To receive Praise

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

See expected norms and routines on the following page.

Respect, Courage, Flourish

At KNGS we...



APPENDIX B: SUPPORT AND SANCTIONS

Where possible, staff will de-escalate the issue to ensure students understand and follow the school norms and routines, with the following de-escalation or similar strategies including those from the Get on Board reactive sessions:

- Visibly praise those who are following school norms and routines to reinforce expectations.
- Use positive language.
- Consider the context of the area of concern.
- Use non-verbal signals.
- Use verbal reminders of specific positive expectations.
- Ask for support if needed.
- Give a verbal warning, if possible before issuing a sanction.

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:

- **Renewal room:** Internal suspension. Students engage in a core curriculum offer, receive interventions and develop the understanding of how to behave in preparation for reintegration into the classroom. Where appropriate, restorative justice will be used. Parents/carers will be informed, in advance if their child has been referred for an internal suspension. If a child has been removed from class via the 'on-call' system and placed in the renewal room for part of the day then it is the responsibility of the class teacher who requested the removal to inform parents/ carers.
- **School Team Around the Child (STAC) meetings:** A meeting with staff, parents/carers and student. External agencies invited to attend as appropriate, to support a behavioural, emotional or learning need.
- **Attendance:** Support to improve attendance and details of the LA Fast Track to attendance Process can be found in the Attendance policy September 2023
- **Log :** the process of recording behaviour or praise on the Schools Management Information System (SIMS). Logs may include the issuing of praise or behaviour points or these can be for information only.

At all key actions following persistent or extreme behaviour:

- Parents/carers will be informed by phone or letter.
- All actions will be reviewed to consider next appropriate steps.
- HOY will consider and ensure appropriate interventions are in place.
- Following two cycles of Head of Year support a School Team Around the Child (STAC) meeting will be put in place.

Where de-escalation strategies have not been effective, the following sanctions will be put in place:

Where de-escalation strategies have not been effective:		Reason / Trigger	Support and follow up
Level 1	Verbal warning and discussion with student. Confiscation of jewellery and mobile phone.	Not following school norms and routines including late to school and lessons	Positive reminders and explanations of school norms and routines
Level 2	Final warning – short conversation with member of staff – Level 2 log – 0 Behaviour Points	Level 1 not effective Escalation from Level 1	Positive reminders and explanations of school norms and routines
Level 3	Behaviour log issued for 15 minute lunchtime detention the following day – 1 Behaviour Point	Persistent behaviours not following school norms and routines including late to school and lessons Escalation from Level 2	Range of support available e.g. Form Tutor Praise Report (5 behaviour points) Subject Praise Report Attendance support Homework club
Level 4	35 minute lunchtime detention and / or removal from lesson. Parent / carer contact made by staff– 2 Behaviour Points	On call behaviour. Major or persistent disruption in lesson or social time, defiance, refusal to engage in learning. Escalation from Level 3 or Level 4	Range of support available e.g. Restorative conversation Key stage/SL praise report Pastoral support intervention e.g. Head of Year (HoY) Praise Report, HoY Intervention
Level 4+	55 minute after school SLT detention. Parent/carers contact made by staff – 2 behaviour points		
Level 5	Renewal room (internal suspension) and parental meeting (Head of Subject/Head of Year) – 3 Behaviour Points	Extreme behaviours Escalation from Level 4	Range of support available e.g. Restorative conversation with facilitator if appropriate, Faculty Leader praise report, Head of Year praise report, Follow up work e.g. Work on repair /prevention during renewal including identification of barriers
Level 6	Suspension and parental meeting (Head of Year) – 4 Behaviour Points	Extreme behaviours Escalation from Level 5	Intervention to prevent recidivism e.g. Reintegration meeting, external agency support, SEND intervention, Head of Year intervention
Level 7	Permanent exclusion and parental and related meeting (Headteacher).	These are extremely rare and determined on an individual basis	These are extremely rare and determined on an individual basis. Where students are at risk of permanent exclusion, a temporary managed move (off-site direction) or managed move may be considered.

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

In all cases:

- Parents and carers are informed and may be asked to come into school to assist in a resolution.

In all cases the following are considered:

- Head of year intervention including report or detention
- External services intervention or support
- Meeting with the Community Police Officer

EXTREME BEHAVIOUR		
Incident	Information	Level of Sanction
Truancy	Choosing not to attend a lesson	Level 4-7
Persistent defiance	Persistent refusal to follow instructions	Level 5-7
Absconding from school	Leaving school without permission	Level 5-7
Inappropriate language to staff	Using inappropriate language directly to a member of staff.	Level 6-7
Video, still image, sound recording of others	No image, video or sound recording/posting is allowed without permission, including on social media.	1. Level 5 – 6 2. report to Police and discussion
Serious breach of Health and safety	Any actions that seriously breach health and safety	1. level 5-7
Theft Vandalism	School property or anybody's personal belongings	1. Level 5-7 2. police involvement 3. cost reimbursement
Alcohol	Not allowed in school including no consumption at any time, including before school.	1. Level 5-7 2. 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 equipment and tobacco.	1. Level 5-6
Illegal drugs	Not allowed in school.	1. Level 6-7 2. Police informed 3. referral to drug intervention groups or other police service
Bringing weapons into school	Bringing weapons into school or using items such that may be deemed a weapon.	1. Level 6-7 2. Police informed 3. referral to drug intervention groups or other police service
Radicalisation	Preaching of extremist views is not permitted including on social media	1. Referral to children's services 2. Referral to the Government's Prevent Assessment/Channel programme. 3. Police informed 4. Possible Permanent Exclusion
Any behaviour against equality and diversity or any form of hate.	Treating someone less favourably based on a protected characteristic as defined in the Equality Act is not permitted.	1. Level 5-7
Physical abuse towards others	Includes actions deemed by students as 'playing'.	1. Level 5-7
Bullying	All students and staff should feel safe. Refer to Anti-bullying policy Bullying: <ul style="list-style-type: none"> • Online (including out of school but to a school member) • Verbal (including malicious allegations) • Physical • Intimidating behaviours 	1. Level 5-7 2. Restricted site access, restricted contact between peers 3. Self-empowerment 4. Mediation 5. Restorative Justice 6. Refer to anti –Bullying policy for details