



KING JAMES'S SCHOOL, KNARESBOROUGH  
**POLICY STATEMENT**  
**Behaviour for Learning Policy**



## 1 POLICY STATEMENT

- 1.1 King James's School has high expectations of all students regarding their behaviour. We are committed to creating a mutually respectful environment where students and staff work together to promote our core values of Ready, Respectful, Engaged. Everyone is expected to maintain high standards of personal conduct, make the right choices and encourage others to do the same. Here at King James's School we strongly believe that positive behaviour is not just the absence of negative behaviour, but actively promoting desirable behaviour.

## 2 RECOGNITION AND REWARDS

### Recognition and Rewards:

- 2.1 At King James's School we recognise and reinforce positive behaviour choices. We recognise and reward students who go 'over and above' our expected standards. In addition to this, positive progress which has been achieved through effort and resilience is rewarded accordingly. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. However, the school does offer a range of ways that students can gain rewards and recognition.
- Certificates
  - Well Done Postcards
  - KJX Badges
  - Sports Colours
  - Positive Comments on Bromcom
  - Tokens
  - Golden Ticket
- 2.2 King James's School ensures that there are regular opportunities for success to be celebrated, these opportunities include;
- Annual prize giving
  - Year group assemblies
  - Tutor Time
  - End of Year rewards trips
  - Rewards & Celebration Days
  - Student Recognition Boards

### 3 CHOICES AND CONSEQUENCES

#### Choices and Consequences:

At King James's School we expect students to work hard and behave well in order to make sure they get the best out of their school experience. There is an expectation that all students follow the rules of the school and make the right choices about their personal conduct.

Negative behaviour is a barrier to success both for students exhibiting the negative behaviour and others affected. We have procedures in place to deal with negative behaviour. These allow all staff to be consistent with consequences. As a fully inclusive school it is understood that, at times, reasonable adjustment needs to be made. We regularly take action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students. This includes Pupil Premium, SEND and EMS provision. We also recognise that student's behaviour may be as a result of events external to school, in which case we would use pastoral care and outside agencies.

King James's School responds to the actions of an individual in the form of a conversation that takes place between staff and students and aim to promote desirable behaviour choices.

### 4 EXPECTATIONS OF STAFF

4.1 We strive to ensure that every member of staff's interaction with students is positive and in doing so model behaviour that will motivate and encourage them throughout their school experience.

At King James's School we aim to develop a consistency that is seen in every interaction on behaviour. We want our students to feel treated as individuals who are valued and who respect adults and accept their authority.

All staff at King James's School are expected, everyday:

- To be examples of positive behaviours and build relationships.
- To be consistent, vigilant and never ignore students who are making the wrong choices.
- To be accountable, take ownership, and engage in restorative conversations with students.

What King James's School expects of all Teaching Staff:

- To be present and welcoming at the start of a lesson and create a welcoming environment.
- To use student data to plan lessons that engage, challenge and meet the needs of ALL students.
- To refer to and promote the core values of Ready, Respectful, Engaged.
- To ensure students are organised, well presented and calm when leaving a lesson.

What King James's School expects of Middle Leaders:

- To be a positive role model and visible presence to encourage appropriate conduct, using the tutor programme and assemblies to re-enforce these standards.
- To support staff in returning students to learning by sitting in on restorative conversations.
- To encourage and demonstrate wider interaction and communication with parents.
- To use behaviour data to target and assess interventions.

What King James's School expects of Senior Leaders:

- To welcome students at the beginning of the day, see them off site at the end of the day and regularly walk the school building.

- To support middle leaders in managing students with more complex or entrenched negative behaviours and ensure appropriate training and CPD are provided.
- To regularly review provision for students and ensure a personalised approach is accessible for those who need it. Our approach ensures the inclusion of all students and staff but not if it has a detrimental effect on well being or learning of others.

## 5 EXPECTATIONS OF STUDENTS

All students are expected to be Ready...

... for school, wearing our uniform appropriately.

... with the correct equipment required for lessons.

... and on time for the start of the school day and at the beginning of each lesson.

All students are expected to be Respectful...

... to all staff, students and members of the community by making positive behaviour choices in school and on the way home.

... around the school site, moving calmly and quietly through corridors.

... of personal space, culture, values and beliefs.

... of others right to an education.

All students are expected to be Engaged...

... in lessons with a positive attitude to learning.

... in the completion of homework and private study.

... with extra-curricular opportunities.

... in ensuring a positive image of King James's School students in the local community.

...in contributing to policies

## 6 PASTORAL CARE

6.1 Our pastoral care system aims to help students settle in and succeed during their time at King James's School. The main purpose of our pastoral care is to help students feel secure, confident, happy and supported.

When starting at King James's School, each student will be allocated a Tutor Group and House. These groups will stay the same from Year 7 through to Year 11 and, whenever possible, with the same form tutor. This will ensure students have consistency.

Each Year group has a Learning Manager and Pastoral Officer. In Year 8,9,10 & 11 students will have continuity and maintain the same Learning Manager and Pastoral Officer, whenever possible. We have chosen to maintain a fixed team of Learning Manager and Pastoral Officer in Year 7 to ensure a successful transition through a comprehensive programme of information sharing, meetings and visits to ensure a successful transition tailored to the individual needs of our youngest students.

The Sixth Form has a dedicated team including the Director of Sixth Form, Form Tutors, Learning Managers and Pastoral Officer. They provide specialist support, advice and guidance for all Sixth Form students.

The Tutor, Pastoral Officer and Learning Manager will strive to know each student and their family. Students are encouraged to share any challenges they may face with their tutor who will take steps to support them. A Pastoral Officer is attached to each year group and will be available to help individual students and their parents when needed.

What King James's School expects of Tutors:

- To monitor students' academic and pastoral progress through the student planner and Bromcom.
- To be examples of positive behaviours and build relationships with students and parents.
- To help and support students take control over their behaviour and be responsible for the consequences of it.

What King James's School expects of Pastoral Officers:

- To be a daily, visible presence around the school site, particularly at times of mass movement.
- To be examples of positive behaviours and build relationships with students and parents.
- To monitor behaviour of students to show progress towards agreed targets.

What King James's School expects of Staff on Duty:

- To be a positive role model and visible presence to encourage appropriate conduct.
- To be consistent, vigilant and never ignore students who are making the wrong choices.
- To be accountable, take ownership, and engage in restorative conversations with students.

What King James's School expects of Parents/Guardians/Carers:

- To share any issues or concerns with school so we can work together to support their children.
- To regularly check their child's planner and Parent Portal on Bromcom
- To positively support and engage with school events and to attend Parents' Evenings

## **7 ALLEGATIONS AGAINST STAFF**

7.1 The school will follow local authority guidelines for all allegations against staff (please see Safeguarding Policy). The school will treat unfounded and malicious allegations against staff extremely seriously and will utilise sanctions outlined in this policy in response, up to and including permanent exclusion. The severity of sanction used will be decided on an individual basis. The school may also involve the police if it is deemed necessary.

The above policy should be read in conjunction with the school's anti bullying policy, tutoring policy, and the DFE Behaviour and Discipline in Schools, which includes sections regarding screening and searching students, confiscations, powers of discipline outside of school; bringing the school into disrepute; reasonable force and bringing weapons into school- link below.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff)

# CURRICULUM INTERVENTION

## Reminder

Conversation reminding student of school expectations

“Drive by”

## Caution

Conversation issuing student a caution-  
“30 second intervention”

*Negative comment on Bromcom*

## Move

Move student’s position in the classroom/give cool down time outside the room

Student works in Department Referral

“On Call” serious incidents

## Curriculum Intervention

Restorative conversation with teacher and HOD during department break/lunch/after school detention

Consider department report

# READY RESPECTFUL ENGAGED

## Basic Standards Intervention

Conversation with Tutor to prevent escalation

3 Negatives result in a Basic Standards detention

*Detention recorded on Bromcom and communication made with home*

## Pastoral Intervention

PO investigate negative events logged on Bromcom and conduct restorative conversation

Consequences for students to include:

Pastoral report/  
breaktime/lunchtime/  
after school detention/  
time in referral as appropriate

*Consequence and communication with home*

## Senior Staff Detention

Restorative conversation after school with a member of senior staff

Student discussed at Vulnerable Learners meetings

*Contact home and record on Bromcom*

## Removal from lessons

Restorative conversation with Pastoral Team member while student works in referral

Contact home to arrange a meeting

*Conduct Pastoral Review to ensure appropriate referrals are made and to consider a Pastoral Support Plan or Behaviour Contract*

## Exclusion

### -Fixed Term Exclusion

Issued, usually 0.5-5 days

Restorative conversation with home and senior staff at return from exclusion meeting

Student on pastoral report/phased return to class

Pastoral Support Plan and risk assessment in place

Governor meeting after 15 days exclusion



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KNARESBOROUGH

# PASTORAL INTERVENTION

Violence and serious defiance will be dealt with immediately and at the appropriate level

