



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 that 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
  - Year group praise assemblies every two weeks, to recognise and reward excellent attendance and positive net balance on Bromcom
- 2.2 King James's School ensures that there are regular opportunities for success to be celebrated, these opportunities include;
- Annual prize giving
  - Tutor Time
  - End of Year rewards trips
  - Rewards & Celebration Days
  - Student Recognition Boards

## 3 CHOICES AND CONSEQUENCES

### Choices and Consequences:

- 3.1 Our '**Consequence System**' of positive behaviour management here at King James's, encourages students to

uphold high standards and help create a sense of community throughout the school. The aim is to allow students to learning in a respectful, safe, structured environment and to make the right choices.

Staff will consistently seek to adopt a positive approach to student discipline in ensuring a safe and secure environment where learning can flourish and prosper. Parental involvement and interest in their children's education will be actively encouraged through the use of Student Planners, MCAS and Parents' Evenings with subject teachers and the range of events for the community which take place at the school. We are committed to using other practical measures to promote good behaviour from students.

## 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

Our core values and expected behaviours here at King James's School are:

1. Ready: Be on time, be organised and have the motivation to keep improving.

2. Respectful: Have the highest expectations of myself and be respectful of others and my environment.
3. Engaged: Work hard, value feedback and never, ever give up.

The school recognises that some students experience difficulties in maintaining good standards of behaviour, therefore a support system is in place for these students.

The Consequence System is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour i.e. behaviour that undermines the student's own learning or that of others.

The Consequences System ladder is as follows:

Remind - Rule Reminder. A remind can be given for things like talking, poor work rate, not following instructions and/or general low level disruption.

Caution - A warning that behaviour has still not improved.

Move - Here the student could be moved to another part of the classroom or spoken to on their own by the member of staff. This would be the students' final opportunity to modify their behaviour.

Department Removal - The student would now be removed to another classroom within the subject area. The consequence for this would be a D30 (30 minute detention) the next day after school from 3:20-3:50pm. It is the responsibility of the student to attend the detention. Failure to attend the detention with no valid reason will result in the sanction being escalated

Unsuccessful Removal/Unsuccessful D30 - The student would receive a D60, (60 minute detention) the next day after school. From 3:20-4:20pm.

Unsuccessful D60 Detention – The student would receive a DConsequence. This would be a full day in our Consequence Room the next day until 3:45pm.

Unsuccessful DConsequence – The student would receive a full day in our Internal Exclusion Room (IER). This is our last sanction before a fixed term exclusion. This would be from 9:00am-3:45pm.

Examples of immediate referral to the Consequences room can be given for:

- Theft
- Violence or threatening behaviour towards others
- Walking away from a member of staff
- Swearing
- Smoking
- Refusing to hand over items which are not allowed in the school.

The above could equally be internal exclusion / fixed term exclusion, dependent on circumstances.

#### Punctuality & Negative Behaviour:

In addition to the above sanctions if a student is late 3 times in a week they will receive a D30 (30 minute detention) the next day after the third late has occurred.

Any student receiving 3 negative comments on Bromcom in a week will also receive a D30 (30 minute detention) the next day after the third negative has occurred.

Any student who receives a severe event on Bromcom will have the event reviewed by the pastoral team. The recommended consequence for a severe event is a D60 (60 minute detention) the next day.

#### Collaborative School Referral

As a final sanction in order to avoid a fixed term exclusion, we have a collaborative school referral agreement with Harrogate High, Harrogate Grammar and Rossett School. This involves a shared arrangement of students spending time in a different schools' internal exclusion room.

#### Fixed Term Exclusion/ Internal Exclusion:

*'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Principals in using exclusion as a sanction where it is warranted.'* [DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012']

All decisions to exclude are serious and only taken as a last resort at the discretion of the Headteacher. The school may wish to sanction an internal exclusion as an alternative to a Fixed Term Exclusion. This will involve supervised provision within school's internal exclusion room.

#### Permanent Exclusion:

*'A decision to exclude a pupil permanently should only be taken: 'in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school' [DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012']*

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence.

## 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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# PASTORAL INTERVENTION

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

