

**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**



**KING EDWARD VI  
KING'S NORTON  
SCHOOL FOR BOYS**

## **Behaviour Policy**

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## Table of Contents

1.1	Behaviour Policy – Statement of Intent.....	3
1.2	Our Values.....	3
1.3	Home School Agreement.....	3
1.4	Self Discipline for Learning (SDfL).....	4
1.4.1	SDfL – An Overview.....	4
1.4.2	SDfL - Rewards .....	4
1.4.3	SDfL – Behaviour Management .....	5
1.4.4	SDfL – Sanctions and Detentions .....	6
1.4.5	SDfL – Our shared expectations of a King’s Norton boy.....	10
1.5	Suspensions .....	11
1.5.1	Internal Suspension Room .....	12
1.5.2	Provision at another school .....	12
1.5.3	Suspension .....	12
1.5.4	Permanent Exclusion .....	12
1.6	Student’s at risk of suspension .....	13
1.6.1	The School’s Disciplinary Stages .....	13
1.6.2	Governor’s Disciplinary Committee.....	16
1.7	Legislation that affects Schools .....	16
1.7.1	Use of Reasonable Force .....	16
1.7.2	The power to screen, search and confiscate items .....	17
1.7.3	The Power to Discipline beyond the school gate .....	18
1.7.4	Safeguarding .....	19
1.7.5	Allegations against Staff and Students .....	19
1.7.6	Malicious Allegations against Staff and Students.....	19
1.8	Enquiries .....	19
1.9	References .....	19

### **1.1 Behaviour Policy – Statement of Intent**

At King Edward VI King's Norton school for Boys, we promote high expectations in every student so that the best learning can take place. We implement a range of practices and strategies to achieve this. For instance; praising and rewarding positive behaviour, identifying negative behaviour, describing it and sanctioning it in as a consistent way as possible. Every member of staff has the responsibility to manage behaviour and minimise disruption to learning, so the more consistent our practices the more successful we will be in reaching our goal. These common practices are described in our shared expectations that enables students to know what is expected and therefore work within those expectations and staff to organise and manage the school day.

### **1.2 Our Values**

- Every member of staff is responsible for behaviour management and staff have a right to discipline students
- Staff make the decisions in school; for instance, where students sit (e.g. seating plans), when students are dismissed, what work should be completed, the conditions under which the work should be completed (e.g. silence, group work, time limits)
- We endeavour to foster positive relationships through insisting on courtesy and consideration of others at all times, and having increasingly consistent approaches and expectations without removing individual professional judgement
- We endeavour to make reasonable adjustments for individuals that require them and our responses should not be inflexible to specific individual circumstances
- We endeavour to avoid confrontations and seek to defuse and address problems by being calm and fair, listening, establishing facts, making careful judgements, and using sanctions appropriately. However, we remain committed to the expectation that students should not act in an aggressive or confrontational manner nor should they disrupt the learning of their peers
- We promote an inclusive community and are opposed to discrimination at all times; we deal with what students do, not who students are; we believe it is essential to separate the behaviour from the individual – every mistake offers the opportunity to put things right and to learn from those mistakes
- We operate this policy fairly and in accordance with the school's equality policies
- We believe that expectations and procedures should be shared with students in order to develop their own personal behaviour management and we therefore promote independence

### **1.3 Home School Agreement**

One of the ways of encouraging good behaviour is to ensure that everyone involved in the school has clear expectations; students, parents/carers and school staff. This is why all parties are requested to sign up to the Home School Agreement which can be found in student handbooks. The Home School Agreement was drawn up after consulting and involving the parents, students, staff and governors of the school. It sets out the values and principles of the school and shows our commitment to working collaboratively to support good behaviour and attendance.

A copy of the Agreement is found in student handbooks and should be read in conjunction with 'Our shared expectations of a King's Norton boy.'

## 1.4 Self Discipline for Learning (SDfL)

### 1.4.1 SDfL – An Overview

Students are awarded 20 SDfL points every 9 weeks, throughout the school year. Their aim is to keep them, or, if a student loses SDfL points - to earn them back. SDfL points are deducted for misdemeanours, examples of which can be found on page 9 of the behaviour policy. Pastoral staff and the school council regularly review these misdemeanours. SDfL points can be deducted in 1, 2, 3, 5, 10 or 20 points at one time. The more serious the behaviour, the more points are deducted. Class teachers can deduct 1,2,3 and 5 SDfL points to manage negative behaviour within the classroom, whilst more serious infractions are referred to Middle or Senior Leaders and may result in deductions of 5, 10 or 20 SDfL points. Records of the reasons behind point losses are added to the school's information system and this can be shared with students and parents as necessary. Parents are expected to also access their sons' records using the Arbor parent portal (Launching Spring 2026). As SDfL points can be earnt back through a report booklet or receiving commendations for excellent conduct/work a student's running total of points indicates his conduct level.

### 1.4.2 SDfL - Rewards

Rewards are key for promoting and encouraging students to achieve. We remain committed to a system of rewards that supports those students who get it right all or most of the time to be rewarded rather than overlooked. Therefore, students have access to rewards on the basis of their performance rather than those that are the most outgoing or loudest.

At the end of each 9-week block, students are awarded merits for three categories: attendance, behaviour (SDfL points category) and commendations. Our expectation regarding attendance is to meet the whole school attendance target of 96%. Merits are added up over the course of the year. A total of 750 or more merits will result in an invitation to the end of year reward trip (at the discretion of Heads of Year and Senior pastoral staff).

#### MERITS for each 9-week block

• SDfL Points	• Attendance	• Commendations
20 = 200 MERITS	100% = 100 MERITS	150+ = 100 MERITS
18-19 = 100 MERITS	97+% = 50 MERITS	100+ = 50 MERITS
15-17 = 50 MERITS	95+% = 25 MERITS	50+ = 25 MERITS

For every 9-week block there are a maximum of 400\* MERITS on offer. There will be rewards for all of those students that achieve at least 150\* MERITS. Your MERITS will be tallied across the year with those achieving 750 MERITS being invited to the end of year trip! Every lesson matters!

Rewards for a 9-week block:

- Certificates
- Sweet treats
- MERITS towards the end of year trip!

\*Attendance must be above 90% within the block and no more than 10 points lost. Head of Year discretion is final.

Students are placed into SDfL categories depending on how many of their 20 SDfL points they have kept within the 9-week block.



Each reward group will receive recognition and access to rewards as agreed with our pastoral team. e.g., trips invites, queue jump passes, rewards lunches and special surprises.

We also have many other methods of praising and recognising and rewarding students. For example:

- Praise postcards for either academic work or pastoral achievement
- Praise phone calls
- Headteacher's commendation for excellence
- Recognition in form time for outstanding attendance and behaviour
- Regular awards in Year group assemblies
- Regular special awards for groups of students who are excelling, for instance

#### 1.4.3 SDfL – Behaviour Management

Students should expect any negative behaviour to be sanctioned in a clear, shared and broadly consistent way. We aim to remove SDfL points as a stage of our classroom management interventions; when students do not respond to teacher intervention or behaviour does not improve after warnings.

Staff broadly follow this process:

Staff manage their classroom using the shared expectations, building positive relationships and by planning appropriate lessons with a variety of activities and engagement tools. We encourage staff to be explicit about the conditions for each activity.

Staff address any negative behaviour through a range of strategies.

For example; verbal reprimands, warnings, target setting, reflection time out of the class, moving a student to another seat.

Use of SDfL points

Staff are encouraged to provide students on track to lose SDfL points a moment to reflect outside.

Students are provided with tools to prompt their reflection. When staff speak to them they try to describe the behaviour being displayed by the student and describe the behaviour they want to see so that the student can be successful and improve.

Use of the Buddy System

If a Student's behaviour continues to disrupt and is affecting the learning of his classmates he is expected to move to another classroom to complete his work. This is called the buddy system.

If a student cooperates, attends the buddy room and completes his work his SDfL point loss will be limited to 5 points.

If the student is uncooperative or his behaviour disrupts the buddy classroom 'on call' will be used to remove the pupil and a minimum of 10 SDfL points will be deducted.

#### 1.4.4 SDfL – Sanctions and Detentions

It is important to note that whilst we develop a more consistent approach to managing behaviour it is individual staff that decide when to apply a reward or sanction and have regard for the individual students and the circumstances involved. Each member of staff has the right to discipline as set out in Education Legislation:

*"13. Teachers can discipline students whose conduct falls below the standard, which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student." (DfE Behaviour and discipline in schools)*

The following thresholds exist:

- When a student has lost 3 SDfL points, he will have a detention
- If a student is removed from class by a Middle or Senior Leader, then 10 SDfL points will be deducted
- When students have lost points too often, they are monitored and supported by their Form Tutor, Head of Year, Student Support, Learning Support, external support, or a member of the Senior Team to assist improvement
- If student lose all their SDfL points (for a one off incident or for a number of smaller incidents) they will complete a period of time in the Internal Suspension room
- Serious incidents still place students at risk of internal suspension, suspension or exclusion – depending on the context, circumstances around the incident and behaviour history of the student.

#### **1.4.5 SDfL Sanction – Representing KNSB through Sporting Clubs, Physical Activity, school trips or other club activities**

At KNSB we believe that representing our school through sport, physical activities or any other clubs is a privilege. We are proud of our sporting achievements and recognize that sport and physical activity help develop character and enables our boys demonstrate character and understanding of values such as respect, discipline, determination and self-control. As a member of one of our teams (sporting or other), our expectation is that such values are demonstrated both within school, or as part of a team.

Where a students behaviour or conduct falls below our school expectations then they risk their place to take part in such activities.

The following detentions are in place at King Edward VI King's Norton school for Boys:

Subject Detentions	These might be to complete unfinished work, for poor behaviour, or for failing to complete homework. They could be after school or during social time. Class Teacher's will contact home via text or via the student handbook, so parents are aware.
SDfL Detentions	Whole school detentions for every 3 SDfL a student loses. They are held after school for 35 minutes. Form tutors will remind those students who have a detention in form time on their detention day. A text will be sent to parents to inform them of the detention date.
Senior leader detentions	If a student fails to attend their 35-minute SDfL detention, with no reasonable reason, then they will serve a 1 hour senior leader detention. This detention will take place on the following Friday following their missed SDfL detention. A text will be sent to parents to inform them of this detention. If a student fails to attend the senior leaders detention, with no reasonable reason, then they will be referred to Internal Suspension for a period of one day.

Internal Suspension Room Detentions	Students who are completing a fixed period of time in the Internal Suspension room for the loss of all their points, will also serve a detention after school until 3.25pm.
Lunch/break Detentions	Students may have their social time removed for breaches of the school expectations. Some examples are; significant or continued breaches of the school uniform code, arriving to school late, an unacceptable pastoral monitoring report, rudeness to staff or anti-social behaviour around school. <i>*Any students detained at lunchtime will be given time to use the toilet and eat lunch.</i>
End of the day discussion time	Form Tutors and Class Teachers can continue to make use of the allowed 10 minutes at the end of the school day to detain student for any required conversations without prior notice, for example to discuss behaviour, progress, work standards or poor punctuality.

Setting detentions are a school's discipline right, schools no longer have to give notice or request permission from parents in order to detain a student. It is a key part of our sanctions at King Edward VI King's Norton school for Boys and students report that these do make a difference to their future behaviour. Our intention is to continue to provide notice wherever possible and we will inform parents of SDfL detentions via email or SMS text message. If a student does not attend a detention then consequences will escalate as set out in the table above. If a student does not attend a subject or lunchtime/breaktime detention, he risks losing 3 SDfL points.

SDfL points are deducted for misdemeanours, examples are provided on page 9 of the behaviour policy. Pastoral staff and school council regularly review these misdemeanours that are assigned as examples to each SDfL category. The following grid, whilst comprehensive, is not an exhaustive list of misdemeanours.

### SDFL behaviour point categories

0 Sharing information Reminder	Missed homework Incorrect uniform
1 Late to school Failure to follow instructions Incorrect uniform Insufficient work	Disrupting the learning Incorrect equipment Dropping litter
2 Late to lessons Disruptive behaviour Wearing uniform incorrectly	
3 Continued failure to follow instructions Using foul language Extreme lateness to school	Repeated insufficient work Inappropriate behaviour Continued disruptive behaviour
5 Rudeness lying Poor sportsmanship/gamesmanship Inappropriate use of computers Removal from lessons to buddy room	Removal from lessons to buddy room Loitering in the toilets Out of bounds Refusal to follow instructions
10 Continued refusal to follow instructions Removal from lesson via On Call Use of mobile phone	Dangerous behaviour Leaving the lesson without permission Truancy
20 Intimidation or threatening behaviour Smoking/Vaping Theft Body shaming Fighting or physical violence Serious breach of the school's expectations Refusal to hand over mobile phone Refusal to hand banned item to senior leader	Discriminatory behaviour Serious damage to school property Verbal abuse Bullying Racist behaviour/ language

Although there may be some overlap between these consequences as context and circumstances are established, it is not usual for a student to receive several different sanctions. A decision is carefully considered, and the appropriate sanction issued.

NB1 these are examples and not an exhaustive list of infringements.

NB2 incidents that may be covered in these general categories could be considered more serious and lead to a Fixed Term Suspension or even a Permanent Exclusion from School.

### **1.4.5 SDfL – Our shared expectations of a King’s Norton boy**

The shared expectations assist our students’ in getting it right and keeping their SDfL points. We are incredibly proud of these expectations as they are designed by students and staff working collaboratively to support their schools’ ambitions to be the best it can be.

#### **Management of Behaviour**

A King’s Norton boy...

- has high expectations of his own behaviour and learning. To assist him, staff also have very high expectations of all students, embodied by our STRIVE values: Self-Discipline, Teamwork, Resilience, Initiative, Vision and Endeavour.
- who fails to meet our high expectations, will be told **what** he has done wrong, **what** he can do to improve the situation and **what** will happen if he does not take that opportunity.
- is good at reflecting on any mistakes he makes and is accepting of the consequences without argument.
- supports our quest for outstanding behaviour. His SDfL points are shared with parents on the My Child at School App; his SDfL points level is shared regularly in form and his teachers are encouraged to contact home if behaviour is an obstacle to learning.
- understands that they should #TELLSOMEONE (a member of staff) if he has a problem or concern. If appropriate, staff will relay this to parents.

#### **Around School**

A King’s Norton boy...

- follows the one-way system to get around school - he is courteous and considerate when doing so.
- moves around the site sensibly. To help him, staff fulfil duties before school, during break/lunch and after school.
- follows staff instructions without needing to question them; he trusts that staff are working in his best interests. He understands that failing to follow staff instructions is likely to result in a loss of social time, contact with home or further consequences.
- is expected to be on time for his lessons.
- respects the grounds and buildings around them. He does not drop litter, graffiti or cause damage to his school.
- respects other people’s personal space and conducts himself with care and thought.

#### **In the Classroom**

A King’s Norton boy...

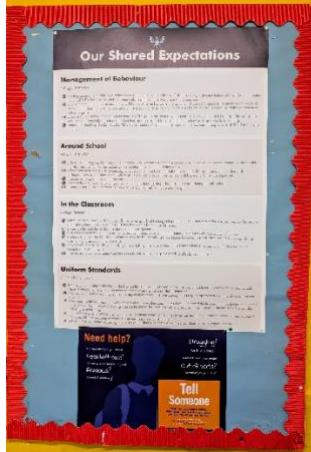
- enters the room quietly with his coat off. He settles quickly at the beginning of each lesson and begins the task provided by the teacher and, at the end of lessons, a King’s Norton boy waits silently to be dismissed.
- places on his desk his equipment required for that lesson.
- is always expected to sit in the seat allocated by his teacher, and he understands that this may change as part of his lesson.
- avoids calling out; he will raise his hand to show he has something to contribute, however, staff will often use ‘no hands up’ during questioning to assist students’ learning.
- is expected to engage fully with thinking time or talking time (as directed by his teacher) before he answers difficult questions or completes his written work.
- is expected to complete some work in silence to help to ensure high standards and build independence.

## Uniform Standards

A King's Norton boy...

- has the school badge visible below the knot on his tie, his shirt is tucked in, and he wears his blazer in lessons and around school. He understands that he should be ready to demonstrate that he meets these standards.
- does not wear a hoodie or tracksuit top at any point in school. He is encouraged to bring an appropriate warm and waterproof coat to school.
- never uses his phone or earphones in lessons. He turns it off at the school gate and puts it away and always follows the mobile phone 'gate to gate' rule.
- brings a note from home regarding any issues with uniform and complies with any sanctions issued for repeat offences.

A shared expectations poster can be found in every classroom within the school (see example below)



### 1.4.6 Punctuality

Good punctuality is a key expectation for every student and reflects respect for learning, staff, and peers. Arriving on time to school and lessons ensures that valuable learning is not missed and that teaching is not disrupted. Poor punctuality, where no valid reason is provided, is considered a behaviour choice and will be addressed accordingly. Any student who records two or more late marks (including "U" codes) without a significant or explained reason will be required to attend a Senior Leadership Team (SLT) detention on Friday after school for one hour. Consistently being on time supports a positive learning environment and helps students develop punctuality skills that will benefit them in the future.

### 1.4.7 Uniform

School uniform is an important part of our Behaviour Policy and supports a sense of pride, equality, and readiness to learn. All pupils are expected to wear the full, correct uniform each day and to present themselves smartly at all times. Where a pupil arrives without the appropriate clothing, suitable items may be loaned or provided for the day from the school's uniform shop to ensure standards are maintained. Meeting these expectations helps promote a positive learning environment and fosters habits that prepare students to be responsible, well-presented members of our school community and society.

## **1.5 Suspensions**

### **1.5.1 Internal Suspension Room**

Students who lose all of their SDfL points due to a one-off incident, or a number of incremental incidents will be removed from the school community for a period of time. Students usually spend no less than two days in our Internal Suspension room completing work provided by departments. During this time, they are not permitted social time with peers and remain behind after school until 3.25pm. Parents are informed of implementation of this measure (usually via a phone call) and are usually expected to attend a reintegration meeting, where the student's behaviour will be reviewed and a shared action plan devised. Students who are required to complete multiple periods of time in the Internal Suspension room are placed onto our disciplinary stages. If a student is already on them he may well be moved up a stage as a result. Students may be at increased risk of suspension for persistently breaching the schools expectations.

### **1.5.2 Provision at another school**

There are some occasions when the behaviour of a student is of such a cause for concern that a placement in another school is organised. This is used as an alternative to suspension and the arrangements are made in collaboration with parents. The conditions, in terms of social time, behaviour, and detentions usually remain the same.

### **1.5.3 Suspension**

There are some occasions when the behaviour of a student is of such a cause for concern that the Headteacher approves a suspension; this is a set number of days when a student is not permitted to attend school. This sanction could be for either a single serious breach of the school's expectations or for repeated failure to follow the required standards of behaviour (some examples may include violence, aggression, verbal abuse, refusing to follow instructions, damage to property, constant or significant loss of SDfL points). Students will usually be required to complete a period of time in the Internal Suspension room as part of their reintegration back into school and/or prior to the suspension during the incident investigation, whilst attempts to contact parents are being made. Work will be provided. Parents are advised that they are responsible for supervising students for the first five days of any period of suspension. Where a suspension is for longer than five days the school will arrange suitable alternative education from day six to the end of the suspension. Parents are expected to attend a reintegration meeting following all suspensions, where a student's position on the disciplinary stages will be discussed, their behaviour reviewed, and a shared reintegration plan devised.

### **1.5.4 Permanent Exclusion**

A decision to exclude a student permanently is a serious one. A decision to exclude permanent can arise for two reasons:

- a. In response to serious breaches of the school's behaviour policy
- b. If allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

It is usually the final step in the process for dealing with disciplinary offences, following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student's behaviour and we aim to use permanent exclusion as the last resort. There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a student for a first or single offence. (Some examples maybe; extreme violence, weapon possession, drug use/possession/distribution, total refusal to follow instructions).

The Secretary of State for Education has made it clear that he would not normally expect the Governor's Disciplinary Committee, or an Independent Appeal Panel, to re-instate a student who has been permanently excluded.

## **1.6 Student's at risk of suspension**

### **1.6.1 The School's Disciplinary Stages**

The majority of students will successfully manage their behaviour without the need for behaviour support or intervention. A number of students will require the SDfL system to act as the sanction that enables them to improve the management of their behaviour. However, there are a few students who will require additional support and intervention. These students are identified by the number of SDfL points they have lost and/or the number of times they have had to spend in the Internal Suspension room or the number of times they have been suspended from school. It is normal to work through the stages, either up or down. However, there are circumstances that justify a decision to add a Student on Stage 2, or even Stage 3 of the Disciplinary Stages. This will ultimately be the decision of the Headteacher, with advice and information from his pastoral team, taking into account the events, investigation, legislation and DfE guidance.

The Disciplinary Stages are a five-tier system:

Disciplinary Stages:		
Stage	Examples of Behaviours:	Possible Outcomes
Students on a monitoring stage have begun to lose their way & they are not meeting the expectations of KNBS.	Loss of above average points. Sustained poor behaviour leading to a period of time in the Internal Suspension room.	Targets are met for a sustained period & the student moves down the stages
Students on stage 1 have lost their way & they are not meeting the expectations of KNBS. Our normal school systems are not having an impact on behaviour.	Loss of above average points Consequences have not led to an improvement in points loss Involved in a serious incident or sustained poor behaviour leading to a period of time in the Internal Suspension room	Targets are only partially met then the student will remain on this stage for another period of time (a pupil cannot remain on a stage forever, usually more than one period of partial performance will be enough to escalate the situation)
Student's on stage 2 and 3 have shown a sustained period of poor behaviour or have been involved in one (or more) significant incident.	Several periods of time in the Internal Suspension room A Suspension or at risk of suspension Not meeting the expectations of a King's Norton Boy Refusing to engage with the support or sanction put in place Examples of point loss whilst being monitored by the pastoral team Frequent loss of points for incidents in lesson or around school	Targets are not met so a student will be required to move to the next stage
Students on stage 4 and 5 are at serious risk of losing their place at KNBS. We have clear expectations & pupils on stages 4 or 5 have not taken the opportunities to make sustained improvements to their behaviour or have been involved in a very serious incident.	Failure in meeting targets &/or a lack of engagement Refusing to engage with the support or sanction put in place Examples of point loss whilst being monitored by the pastoral team Frequent loss of points for incidents in lesson or around school Involved in a serious incident or sustained poor behaviour leading to a period of time in the Internal Suspension room and/or a suspension	A sustained improvement is shown, targets are met & the student moves down a stage No sustained improvement is shown, targets are not met & the student is in significant danger of losing their place at KNBS

Students placed on the stages will receive support via a Pastoral Support Plan, which sets out in detail the support, and sanctions, and rewards that will be applied in both school and at home. It also identifies explicit targets that are SMART (Sensible, Measurable, Attainable, Realistic, Time specific) based on student's patterns of behaviour. If students achieve their targets they can move down the stages, if they fail to do so then they may escalate through the levels and sanctions

become more serious. At the higher stages it will be suggested that students may spend a short time at another school or move school on a managed move to help students to reflect on their education and its importance.

Some or all of the following monitoring mechanisms or support strategies maybe used, however often bespoke support is designed and implemented in these cases to support the needs of the individuals in an attempt to support them to improve and avoid exclusion.

Examples of monitoring mechanisms & support strategies	
Student Monitoring Reports	Students go on report to their Form Tutor, Head of Year, a member of the Pastoral Team or Senior Leaders Team
Passport Programme	A 6-week early intervention programme for students, aimed at reducing the potential risk of exclusion from school. Students attend another school for the duration of the programme in order to demonstrate that all schools have similar standards and expectations. Students are then re-integrated back into King Edward VI King's Norton school for Boys where support and strategies are used to improve relationships and build on a fresh start
Managed Moves	Sometimes it is appropriate for students to change schools and have a fresh start. A Managed Move takes place over a trial period in a new school and if it is successful, the student is moved onto the roll of the new school
Behaviour support	Our support staff sometimes provide tailored courses to improve a student's performance in school. Courses involve monitoring following the course completion and most often extend across a number of weeks.
Mentoring	A number of staff in school offer mentoring and there are a range of triggers for this. Mentoring will almost always be discussed with parents and students and will take place, usually weekly, over a set period of time before it is reviewed. The majority of our intervention mentoring is solution focused based on training we have received from the Educational Psychologists service
Emotional Support	Some students will benefit from more intensive counselling support, or emotional support. Referrals are taken via Heads of Year and managed through our mentors. More information about counselling is available from school
Family Support	We work with a number of organisation that support families when issues are not isolated to in school. Referrals are always discussed with parents/families before they are made.
Multi Agency Assessment	Students who continue to display disruptive behaviour despite high level intervention from King Edward VI King's Norton school for Boys will be considered for Multi-Agency Assessment, referral and/or support from Children's Services

## 1.6.2 Disciplinary Reviews

During the academic year a student and his parents may be invited to a Review Meeting. This is to acknowledge a student's behaviour record and outline the possible consequences of repeated infringements of the school's expectations.

## 1.7 Legislation that affects Schools

### 1.7.1 Delegation of Authority to discipline

Headteachers can empower staff, including teachers and teaching assistants, to take disciplinary actions. This delegation is usually outlined in the school's behaviour policy, which specifies what actions can be taken in response to various types of misconduct. Within the KNSB behaviour policy staff have the power to remove SDfL points and impose the corresponding sanctions. This authority is delegated to staff at KNSB. With Heads of Year taking full responsibility for their Year group and having the delegated responsibility to make disciplinary decisions in relation to our SDfL system. Senior Leaders' have delegated authority to act on behalf of the Headteacher in all aspects other than the decision to suspend or exclude.

**Legal Framework:** The headteacher's authority to delegate disciplinary powers is supported by legislation, including the Education Act 2006 and the Education and Inspections Act 2006, which outline the general powers of teachers and staff in maintaining discipline.

### 1.7.2 Balance of probabilities

The balance of probabilities means that something is more likely to be true than not true. In other words, if the evidence presented suggests that there is a greater than 50% chance that an event occurred, then it is considered to have happened. This standard is applied to disciplinary investigations when determining whether a student has breached school rules. For instance, if a student is accused of misconduct (such as bullying or vandalism), the school must assess the evidence to decide if it is more likely than not that the misconduct occurred. The school is not expected to prove beyond doubt as would be expected in a court of law, this would require an inappropriate movement of resources to investigations rather than education.

**Legal Framework:** Education and Inspections Act 2006; this Act outlines the rights and responsibilities of schools concerning student discipline.

### 1.7.3 Use of Reasonable Force

The Department for Education provides clear guidance on the use of reasonable force. Force is used either to control or to restrain a student. The guidance is clear that:

*"Members of 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." (DfE Behaviour and discipline in schools)*

In circumstances when reasonable force has been necessary it is likely that this would be seen as a minimum of a 20 SDfL point offence, though could lead to a suspension or permanent exclusion depending on the severity. We expect our students to be able to follow instructions and believe that

following verbal instruction is essential to maintaining a well-disciplined school. Restraint or control are used when staff feel they have no other choice available.

#### **1.7.4 The power to screen, search and confiscate items**

We believe that it is important that students are open and honest. We therefore complete equipment checks and bag checks to ensure that students are not bringing prohibited items to school, it is important to us as a way of ensuring that school is a safe and secure environment.

The Department of Education provides clear guidance on screening and confiscation:

##### **Screening**

***"School staff can search a student for any item if the student agrees, staff authorised by the Headteacher also have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:***

***knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be used:***

***to commit an offence***

***to cause personal injury to, or damage to the property of, any person (including the student)***

***Headteachers and authorised staff can also search for any item banned by the school rules, which, has been identified in the rules as an item, which may be searched for. "(Searching, screening and Confiscation guidance from the DfE)***

We will always endeavour to communicate our reasons for searching and screening belongings with a student and will take into account the well-being of our students. Recent legislation also allows staff to view the content of a student's mobile phone. As this is a sensitive topic, we would only expect DSL trained staff to carry such screening and it would only be completed if we felt not to do so would be irresponsible.

##### ***Confiscation***

***"School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline." (Searching, screening and Confiscation guidance from the DfE)***

It is our intention that in unusual circumstances confiscated items are available for students to take home at the end of the day, unless returning the confiscated item is deemed inappropriate or dangerous, or when the confiscation is not a first offence. In these circumstances we will attempt to contact parents, for their support and to arrange an appropriate time for the collection of confiscated items.

If a student at King's Norton School for Boys was found in possession of a weapon, drugs or other significant prohibited items then the Headteacher's most likely course of action would be permanent exclusion.

### **1.7.5 Mobile Phone Policy**

#### **Summary of Our Approach**

From September 2025, we are adopting a 'gate to gate' mobile phone policy. This means phones must be switched off and put away as soon as students enter the school gate and must not be used again until leaving through the same gate at the end of the day. This change is designed to help students focus on learning, reduce distractions, and keep everyone safe.

#### **Step-by-Step Procedure for Students**

1. Arrival at School: Switch off your phone before entering the gate and store it securely in your bag, locker, or blazer pocket.
2. During the School Day: Do not take your phone out for any reason. Phones must remain off and out of sight until the end of the day.
3. End of the Day: You may turn your phone back on once you've exited through the school gate.

#### **Consequences for breaking the Rules**

Student Action	Consequence
Has phone out during the school day and hands it in immediately when challenged	Lose 10 SDfL points
Refuses to hand in phone	Lose 20 SDfL points (this will lead to a period in the Internal Suspension Room)
Continued refusal	Student places themselves at risk of Suspension.
Repeated rule-breaking	Meeting with Family and parameters set, including handing their phone in at the beginning of each day.

Nb. these protocols and expectations are correct at the point of publication, however a stakeholder review is planned for this academic year, and changes are possible.

### **1.7.6 The Power to Discipline beyond the school gate**

Our boys are an important member of our local community and should act as such. Sanctions can be applied for behaviour outside, as well as inside school. This includes when travelling to and from school, wearing school uniform or, in some way, identifies a boy as a student at King Edward VI King's Norton school for Boys, or when a student's misbehaviour could have repercussions that may impact on the orderly running of the school or its reputation. We will work in collaboration with the police when there are incidents where students are suspected of breaking the law.

### **1.7.7 Safeguarding**

We remain committed to Safeguarding and have detailed safeguarding policies in place to support our work in this area. Occasionally, others may make allegations against students in the school, which are of a safeguarding nature. If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate to suspend the student being complained about for a period of time according to the school's behaviour policy and procedures.

### **1.7.8 Allegations against Staff and Students**

King Edward VI King's Norton school for Boys takes its safeguarding responsibilities very seriously; allegations will be investigated carefully and thoroughly. Any allegation against staff will be reported to the Headteacher. Investigations will be carried out immediately in order for a quick resolution. Safeguarding allegations involving students will be dealt with in line with our Safeguarding policy and procedures.

### **1.7.9 Malicious Allegations against Staff and Students**

Students who are found making malicious allegations will be in serious breach of the school's behaviour policy and the school's expectations. The Headteacher may well, in this instance, consider a suspension or permanent exclusion and/or inform the Police.

## **1.8 Enquiries**

Parents/carers and students who have queries about how the rewards or sanctions system has been applied should contact the student's Head of Year, in the first instance. If a parent/carer wishes to query the school's handling of an incident then they should contact the school. This page on our website explains how to do that: <https://knsb.kevibham.org/communication-between-home-and-school/> It also contains the school's Complaints Procedure.

## **1.9 References**

In the production of our Behaviour Policy reference was made to the following documents:

- <https://www.gov.uk/government/publications/behaviour-and-Discipline-in-Schools-advice-for-head-teachers-and-school-staff>
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/602487/Tom\\_Bennett\\_Independent\\_Review\\_of\\_Behaviour\\_in\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)