Behaviour Policy

and

Statement of behaviour principles

King Edward VI School

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Approved by:	Pastoral Committee 16/10/18
Signature of Chair of Governors:	
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Contents

1. School ethos

King Edward VI School is intolerant of any form of bullying, harassment or prejudice and believes that every student has the right to be an individual and to learn in a safe environment. Consequently we believe that bullying, in all of its many forms, is unacceptable and should be challenged promptly and appropriately wherever and whenever it occurs in school

2. Aims

This policy aims:

- To set out clearly the rights, rules and responsibilities which contribute to good behaviour and effective learning at King Edward VI School
- To set out for students, staff and parents the boundaries of acceptable behaviour in the school
- To show how good behaviour is rewarded and bad behaviour discouraged at the school
- To show how students are encouraged to develop responsibility for their behaviour and personal development
- To assist all staff in the management of behaviour
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions.**

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery) and
- initiation/hazing type violence and rituals.

(Keeping Children Safe In Education 2018)

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting Students with medical conditions at school
- Keeping Children Safe in Education 2018

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its Students

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate Students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Students' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online.

4. Definitions

Poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Peer-on-Peer abuse
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

5. Principles

We believe that good behaviour is a prerequisite to successful teaching and learning. We have relatively few rules, and aim to be clear in our expectations. The behaviour policy is rooted in an ethos of rewarding good behaviour wherever possible. Our approach is also governed by our three core values of Respect, Aspiration and Creativity. We view very seriously the disruption of other people's learning.

At King Edward VI School we believe that:

- all students and staff are entitled to a pleasant, orderly, civilised environment which is free from verbal or physical abuse, damage to property, rudeness, defiance and disruption

- all students are regarded as being of equal value

- all students are encouraged to work for the highest possible levels of personal, social and academic achievement

- students should be treated fairly, courteously and with the respect and consideration that we expect from them
- students should be given responsibility and encouraged to respond to it
- students should be informed of what is expected of them.

Our expectations of students are articulated through the homework diary, school website, prospectus, newsletter and notices in tutor rooms and on displays around school, and in assemblies.

Our expectations of staff are articulated through the staff guide and other documentation, and at staff, tutor team and curriculum team meetings.

6. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences

Preventing and Tackling Bullying, Advice for Headteachers, staff and governing bodies

DfE July 2017)

Bullying is also defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	*Being unfriendly, excluding, tormenting or leaving people out of activities on purpose, ignoring someone's presence, not allowing them to join a group. includes offensive notes, messages, graffiti, drawings, posters.*
Physical	*includes fighting, pushing, pinching, flicking, pulling hair, shoving, gesturing, standing over or invading someone's personal space, interfering with someone's personal property or making threats to do any of these things*
Racial	*Racial taunts, graffiti, gestures*
Sexual	*includes touching or brushing against another in a sexual manner, sexually oriented jokes, drawings of or writing about, someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, offensive questions about someone's body and/or someone's private life or encouraging or making others do so. **Homophobic bullying** occurs where there is prejudice against lesbian, gay or bisexual or transgender people. It is a form of*

	bullying that is particularly likely to remain secret as the victim may not wish to discuss his or her sexuality
Direct or indirect verbal	*Name-calling, sarcasm, spreading rumours, teasing includes name-calling, offensive language, putting people down behind their backs, picking on people because of appearance, disease or disability, making offensive or nuisance 'phone calls, spreading rumours, making threats*
Discriminatory	*Bullying, harassment or unfair exclusion on grounds of race, nationality, sex/gender, disability, physical appearance, relationships and friendships.* **Racist bullying** *is defined as: 'A range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national status.'* A racist incident does not necessarily constitute racist bullying.
Cyber-bullying	*Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Includes the use of electronic media eg mobile phones and computers to slander, defame, spread rumours, tease, provide unwanted attention, harass and cause discomfort. Often there is potential for such electronic communication to be spread widely, and a permanent record of the bullying is likely to exist. Under certain circumstances (such as harassment and making threats) cyber bullying is a criminal activity and is illegal. In these instances the school will follow Safeguarding procedures.*
Peer-on-Peer abuse	*Any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.*

We believe that:

- persistent bullying and harassment can severely inhibit a child's ability to learn effectively or a member of staff's ability to do their job
- the negative effects of bullying and harassment can have an impact on a person for their entire life
- our school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, including racist and homophobic bullying.

We aim to:

- to increase awareness and to encourage students to report concerns regarding bullying
- to provide protection, support and reassurance for victims
- to develop the self-confidence and self-esteem of all students
- to develop an effective range of emotional 'self-defence' skills for all students

Bullying can take many forms and is often motivated by:

- a student's personal dislike for another
- race
- religion and culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation
- sexism or bullying of a sexual nature
- being a young carer or child in care (looked-after child).

and

- is normally deliberately hurtful
- may be repeated, or can be a single incident
- is difficult for the bullied person to defend against

7. Harassment

7.1 What is harassment?

- The effects of harassment have similarities with those of bullying

- In the DCSF "Safe to Learn" document the definition is: *'unwarranted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.'*

Note: One-off incidents, arguments, loss of control and friendship problems, while distressing, are not bullying or harassment and will be dealt with appropriately.

People who are bullied and harassed can feel:

- unhappy
- isolated
- frightened
- unsafe

- embarrassed
- angry
- unfairly treated
- confused.

People who are bullied and harassed can experience:

- difficulties in concentrating, working and sleeping
- disrupted relationships with family and friends
- difficulty with expressing emotions and sharing ideas
- loss of confidence and self-esteem
- the desire to avoid social contact.

Possible signs of bullying: There are a number of signs of which staff and parents should be aware which *may* indicate that a student is being bullied, though the presence of one or more of these is not in itself proof of bullying. The student:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes her or his usual routine
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- feels ill in the morning (or pretends to do so)
- shows reluctance to attend school
- loses equipment
- becomes aggressive, disruptive or unreasonable
- shows unexpected decline in standards of work
- exhibits obvious distress, withdrawal, depression or decline in cheerfulness accompanied by a reluctance to explain why
- starts stammering
- attempts or threatens suicide or runs away
- cries him or herself to sleep at night or has nightmares
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)

- has dinner or other monies continually "lost"
- has unexplained cuts, scratches or bruises
- comes home starving (money / lunch has been stolen)
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received.

8. How do we deal with bullying in our school?

Staff responsibilities

Staff (teachers and support staff) at King Edward VI School, are expected to:

- establish and maintain high standards of student behaviour in classrooms, tutor groups and round the school

- model positive relationships and attitudes for students and others

- challenge bullying behaviour when they see it in any context

- inform pastoral and/or senior staff about any incidents or reports of bullying

- record incidents in writing and pass these to the appropriate pastoral staff

- be receptive and sympathetic when students report bullying

- be receptive and sympathetic to parents who inform about bullying

- work appropriately on these issues in tutor time and within the curriculum.

9. Prevention of bullying

Prevention is clearly the strategy of choice. Bullying is often secret, rewarding and shameful and therefore it is difficult to deal with it after it occurs. At King Edward VI School we address prevention vigorously by a variety of techniques:

- At whole school level – through assemblies/PSHE programme when children are informed of the school's ethos and policy and the actions that will be taken to prevent bullying taking place. This time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying

- At classroom level – during tutor time, projects, various lessons. Here the focus will be on developing strong anti-bullying messages and challenging the idea that bullying is acceptable as part of growing up

- King Edward VI School recognises that there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements are in place to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents

- There are locations around the school where incidents or bullying are more likely to occur and again arrangements will be made to ensure that these are properly supervised or students will be forbidden access to these areas

- The Student Council is able to discuss the issue of bullying and harassment, and the school's policy as well as regular wellbeing surveys

- Mentors and mediators are available for those students requiring extra support

- Parents who believe their children are the victim of bullying are asked to share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.

10. Responses to victims

The school will offer a proactive, sympathetic and supportive response to students who are the victims of bullying and harassment. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- strategies to prevent further incidents
- sympathy and empathy
- counselling
- assertiveness training
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- arrangements to monitor and review progress.

11. Responses to students who exhibit bullying behaviours

King Edward VI School takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way.

We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern, the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- loss of lunch/break-time privileges
- detention
- put on Positive Report or individual behaviour plan
- removal from class/group
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling/instruction in alternative ways of behaving
- adult mediation (restorative justice meeting) between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)
- rewards/positive reinforcement for students in order to promote change and bring unacceptable behaviour under control.

12. Parental Involvement

We believe that an active partnership with parents is essential. Good relationships and effective communication with parents contribute greatly to the success of students in the school. Our relationship with parents is anchored in the principles of our home/school agreement, which all parents are asked to sign annually in the Student Organiser.

At King Edward VI School:

- parents are involved at an early stage when a student's behaviour causes concern
- parental letters or telephone calls are dealt with promptly
- interviews are arranged quickly and appropriate information made available
- parental requests for reports on work and/or behaviour are dealt with efficiently

- parents visiting the school without an appointment in 'emergency' situations are always able to see a member of staff
- careful records are kept of all home-school communication.

We are firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. We recognise the important influence which parents/carers have on their children and would wish, using the school behaviour plan, to enlist their support when their child is involved in bullying – either as victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) the school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents will be informed.

13. Rewards

The vital importance of creating a positive atmosphere characterised by praise and encouragement is recognised by numerous formal and informal means including:

- merits/rewards recorded on Go4Schools
- Awards Evening and Celebration Assemblies
- informal verbal praise
- written comments in organiser
- participation and being mentioned in College 'Achievement Assemblies'
- praise recorded on work in Go4Schools
- referral to Head of Colleges or members of the Leadership Team for praise
- Tea/hot chocolate with the Headteacher
- work put on display
- congratulations in the newsletter/Celebrate
- letters and postcards home
- progress checks
- reports
- informal praise from staff

14. Behaviour Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Student Expectations (Appendix 4)
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

Creating and maintaining a calm, orderly ethos is important to us. We believe that effective learning cannot take place without it. We therefore place a strong emphasis on respect, courtesy and personal responsibility. Staff are trained in our 'house style' of behaviour management. This has at its core, four principles:

Before:

- Set out expectations
- Model the behaviour and language you expect

After:

- Give students choices, rather than box them into a corner

We use a behavioural system around the key terms:

Warning – Change – Sanction

Red Card

First Warning: indicates behaviour that needs addressing.

Change: is a second warning which may also be accompanied by a change within the classroom eg change of seats. If the poor behaviour continues, a lunchtime detention will be issued - **Sanction**. Where the detention system has been used on a number of occasions for the same student, a second stage is used consisting of positive report, either to the Head of College or Subject Leader. Positive Reports are used over different periods of time typically 2 – 4 weeks.

'**Red Card'** is the term used by staff to make a distinction to students that the behaviour transcends the **Warning, Change, Sanction** system and requires the immediate removal of a student from the lesson by a Senior member of staff (see Appendix 2).

15. Referring Concerns to other Staff

As a general principle, we expect staff to deal with behaviour issues themselves. This is based on extensive evidence that where problems are managed within the classroom, overall discipline is better.

We use Go4Schools to enable Tutors and pastoral staff to be kept informed. In cases of serious misbehaviour, underachievement or defiance – the issue may be referred to the Head of College. Deputy/ Assistant Headteachers become involved when a student's behaviour is beginning to reach a level of concern which may lead to exclusion. The Headteacher makes all decisions regarding temporary or permanent exclusions. In his absence, a Deputy Head takes this decision.

15. School Sanctions

When necessary, we use a range of sanctions. Decisions about punishment are based on the precise circumstances of an incident and what led up to it. The list should therefore be read as a guide rather than a definitive summary of sanctions.

As an underlying principle we consider a student's behaviour on the way to and from home to be as much a matter of our jurisdiction as their behaviour when on the school site. Students are expected to represent the good name of the school in the community.

We may use the Exclusion Room or a 'Safe Room' (typically a Sixth Form lesson) in response to serious or persistent breaches of this policy. Students may be sent to the Exclusion Room or a 'Safe Room' during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are also sent to the Exclusion Room or a 'Safe Room'.

The Exclusion Room is manned using a rota of staff with additional responsibilities in the form of TLRs.

Students placed in the Exclusion Room are expected to behave in an exemplary way. If they do not, they will be required to repeat their allocated time in the room. They are not allowed to consort with other students over breaks and lunchtimes and, in some circumstances, may be expected to arrive early and leave after the end of the school day.

16. Indicative Summary of Sanctions (see Appendix 2)

AREA OF CONCERN	OUR RESPONSE – all incidents recorded of Go4Schools
Attitude / rudeness	Talk to them; show them how they should be speaking In some cases students may be withdrawn from breaks, lunchtimes or lessons; they may be placed in Sixth Form lessons or in the Exclusion Room
Swearing at another pupil	Talk to them; tell them what will happen if there's any repetition Students may be withdrawn from breaks, lunchtimes or lessons; they may be placed in Subject Safe rooms or in the Exclusion Room

Swearing unintentionally at member of staff (eg "Oh for God's sake / why the bloody fuss")	Talk to them Letter of apology expected Removal from lesson Possible loss of social time Possible internal exclusion
Swearing with intent at member of staff	Talk to them Letter of apology expected Possible loss of social time Removal from lesson Internal or external depending on circumstances Possible external exclusion
Uniform	Confiscate item and place with Head of College for collection at the end of the day For persistence, items will have to be collected by parents Unless there is a medical note, issue plimsolls – keep shoes until the end of the day Other breaches of uniform = lunchtime detention
Repeated poor behaviour in classroom Repeated or more serious instances of above	Referral to Subject Leaders Subject detention Report card to monitor progress Work in Sixth Form classes Parents informed Referral to Senior Leadership Team Internal exclusion Referral to IYFAP
Vandalism	Pay for damage Community service around school Serious damage may result in internal or external exclusion Possible referral to IYFAP
Racial abuse	Internal or external exclusion, depending on context Possible referral to IYFAP
Physical violence	Internal or external exclusion, depending on context Possible referral to IYFAP
Mobile phone (other electric devices) visible within the school building	Phone removed and taken to Student Services for collection at the end of the day. Second offence - parents will be asked to collect them at the end of the day and after school detention Third offence – phone (device) to be handed in to reception at the start of each day

HEALTH & SAFETY ISSUES

AREA OF CONCERN	OUR RESPONSE – all incidents recorded on Go4Schools
Smoking - first offence	Parents informed; automatic Headteacher's detention Sanctions ranging from community service in school to removal of breaks and lunchtimes
Alcohol – bringing onto the site and / or consuming	Sent home, if appropriate Internal or external exclusion, as appropriate
Illegal substances – bringing into school or using in school time	Fixed term exclusion, depending on context For a repeat offence, a longer fixed term or permanent exclusion may be considered depending on circumstances

Illegal substances – supplying to others during school time, or on the way to or from school	Permanent exclusion Referral to IYFAP
Damage/carelessness around site or on bus	Community service Possible removal of breaks and lunchtimes
Eating/Chewing gum	Community service Possible removal of breaks and lunchtimes
Bringing onto/having possession of a dangerous item on the premises **(eg BB gun, knife)**	Item confiscated and returned either to parents or to the police External exclusion which may become permanent Referral to IYFAP
Truancy *(including over break and lunchtimes)*	Attendance report card Removal of breaks and lunchtimes Possible Senior Leader detention
Truancy repeated	One day - Exclusion Room
Physical violence	Internal or external exclusion, depending on context Referral to IYFAP

ILLEGAL SUBSTANCES

King Edward VI School operates, with other Western Area Schools, an agreed policy relating to drugs. The bringing into school of any harmful substances is not allowed, and students are reminded of this through the school Organiser, announcements in assemblies, a statement in the school prospectus, and other documentation. The possession of any illegal substance in school will result in a fixed term exclusion

A second offence or any form of passing on such substances to other students, during school time, or on the way to and from school, whether for payment or otherwise, usually results in permanent exclusion.

16. Internal Suspension (Exclusion Room)

There are two types of internal suspension used:

i) Withdrawal of a student from normal schooling in an emergency, following a serious incident or while a situation is being investigated. Supervision is provided by pastoral staff and members of the Leadership Team.

ii) 'Formal' internal suspension - an organised sanction used after serious problems. This is one step away from formal exclusion from school. Students are timetabled to work in the Exclusion Room for a full or part day. Appropriate work is set and students are supervised. They lose breaks and lunchtimes. Parents are informed.

For internal exclusion beyond one day, parents are required to come into school for a formal reintegration meeting at which all parties will sign a contract outlining next steps of behaviour, monitoring and support.

17. Exclusion from School

There are two types of exclusion from school:
 • Fixed term - for any number of days (usually 1 - 5) up to a total of 45 days in a school year
 • Permanent.

In line with Government guidance, permanent exclusion is used only in exceptional circumstances (such as serious actual or threatened violence; sexual abuse or assault; supplying an illegal drug; carrying an offensive weapon).

Permanent exclusion is also used for persistent and defiant behaviour and repeated possession and/or use of an illegal drug on school premises or off school premises in school time (including the journey to and from school).

In investigating exclusions, we aim to gather evidence from all parties concerned, including the student who is being investigated, except where circumstances make gaining a statement too difficult.

Where a student's behaviour seems likely to lead to permanent exclusion, we initiate a pastoral support programme which involves parents and other agencies as a way of trying to secure the student's place in school. The school, with the agreement of the parents/carers may approach the Western area's IYFAP panel in order to arrange for that students to have a managed move to another school in order to enable them to have a 'fresh start'.

The decision to exclude a student permanently always balances the needs of the individual against the greater good of the school community.

A complete record of all exclusions is maintained by the Headteacher and is regularly reviewed with relevant staff and by the Governors.

18. Detention

There are two types of detention in operation at King Edward's:

1. Lunchtime detention – as part of Warning-Change-Sanction – Behaviour System
2. Senior Leader's detention on Wednesday or Friday after school.

Subject teachers/leaders may use 'catch-up' at lunchtime to support students' learning.

19. On Report

If a student is repeatedly receiving detentions a Head of College or Subject Leader may use a Positive Report booklet to encourage students to 'get it right' and reward students with positive feedback in lessons when they do. This can be shared with parents/carers.

20. Community Service in School

In some cases an effective form of punishment is for the student to perform a useful task in the school for a certain number of hours over a period of time. This has proved constructive and positive particularly when allied to some form of guidance/feedback for the student which helps boost her or his self-esteem.

Tasks might include:
• assisting with reprographics work
• assisting in the Library
• assisting the caretaking staff and collecting litter.

21. Uniform

Students are expected to conform to the school uniform requirements as described on the school website. All staff are expected to encourage students to be well presented. Unless there are medical reasons, students are not allowed to attend lessons if they are not wearing proper uniform.

Where students are not in school uniform, we are sometimes able to provide relevant alternative items (eg plimsolls instead of trainers). Parents may be contacted to bring in relevant items where this is possible. Where uniform problems become a matter of defiance, the student is internally excluded and parents informed until the matter has been resolved.

22. Attendance & Truancy

Tutors are responsible for marking the electronic register at the start of the morning. An administrator inputs attendance information to a database so that attendance patterns can be analysed and monitored. Parents may be asked to a school meeting with the Head of College if there are ongoing concerns about attendance, lateness or truancy. (*See School's Attendance Policy*).

22.1 Attendance at lessons

All staff are required to keep accurate electronic class registers, and to report unexplained absences immediately.

22.2 Truancy

In addition to numerous informal meetings the Heads of College have a regular formal meeting with the Educational Welfare Officer fortnightly to discuss issues including attendance. We set attendance targets to students fortnightly and review the school's overall attendance figures at each half term. This information is communicated to governors and parents.

23. Roles and responsibilities

23.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

23.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

23.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents of Go4Schools, as required by our policy.

The senior leadership team will support staff in responding to behaviour incidents.

23.4 Parents

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

24. Student code of conduct

Students are expected to sign their behaviour contract in their school Organiser and:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all Students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Appendix 3 shows student expectations around the site.

25. Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or walking/on the bus on the way to or from school.

26. Malicious Allegations

Where a student, parent or carer makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy and refer to the Governing Body in the case of the parent/carer.

Please refer to our Safeguarding policy and Staff Code of Conduct as well as the policy for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

27. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and logged in Go4Schools.

28. Confiscation

Any prohibited items (listed in Section 16) found in a student's possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students (or their parents) after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

29. Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. Our Student Council will work with the pastoral team to review student wellbeing and identify need for support in areas concerning student wellbeing and student welfare.

The school's Special Educational Needs Co-Ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

30. Student transitions

To ensure a smooth transition to the next year, students may have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be given to relevant staff during the course of the year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

31. Staff Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development throughout the year.

A staff training log of all Behaviour CPD is kept by the Human Resources Manager for all staff.

32. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every 3 years or sooner if Statutory requirements change. At each review, the policy will be approved by the Headteacher and Governing Body.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Governing Body annually or if Statutory requirements change.

33. Links with other policies

This behaviour policy is linked to the following policies on the school website:

- Exclusions policy
- Safeguarding policy
- Mobile phone policy
- Social Media Policy
- Attendance Policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All students, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to students at all times

- Rewards, sanctions (and if someone's safety is at risk, reasonable force) are used consistently by staff in line with the behaviour policy

- The behaviour policy is understood by students and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Students are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body or delegated to the Pastoral Committee annually.

Appendix 2: How we do things here...

King Edward VI Behaviour

How we do things here ... Tutor Group and Classroom ready reckoner

What to do if .... there is unacceptable behaviour/attitude/co-operation in tutor time, lessons or around the school.

All members of staff have a responsibility for intervention where there is unacceptable behaviour around school.

G4S Level (log it or lose it)	Types of behaviour	Who is responsible	Sanctions	Support available	Next Steps & follow up (Log it on G4S or lose it!)
	• First late arrival • First uniform infringement • First missing equipment • Chewing gum • First no organiser • First missing equipment • Student absence	Tutor/ Teacher	• Mark L in SIMS register and No. mins late Discussion/reprimand • Offer a bin • Discussion with tutor • Mark L in SIMS register and No. mins late • Quiet word • Note home • Re: absence: back to school conversation	Form Tutor	• Check equipment/organiser the next lesson/tutor time • Conversation with student • Praise when student gets it right • Confiscate jewellery • Check shoes (send to A16) • Conversation with student • Praise when student gets it right • Monitor lates • Monitor absences carefully: look for patterns (days of the week/particular lessons)
Low	• Second late arrival • Uniform infringement again • Missing equipment again • No organiser again • Talking in assembly • Earphones in/phone out • Low level disruption: talking/distracted/interrupting/mobile phone out	Tutor/ Teacher	• Late detention (lunchtime) • Confiscate mobile phone • Lunch detention • Phone call home • Warning, change, sanction • Note in organiser	Head of College Pastoral Support Manager Subject Leader	• Conversation with student • Discuss with HoC • Use of older student in Tutor time as mentor • Praise when student gets it right
Medium Subject Leader Head of College	• Repeated behaviours listed above • Repeated anti-social behaviour in classroom • Truancy from lessons • Truancy from tutor-time • Truancy from assemblies • Failure to follow instructions • Anti-social behaviours out of classroom	Tutor/ Teacher Subject Leader Head of College (for Tutor incidents)	• Lunch detention • Loss of social time • Safe Room isolation for 1 or more lessons • Meeting: teacher/Subject Leader/Student to set targets • Subject Leader Report • Head of College DT (Truancy) • Removed from lesson by on-call • Isolation/Exclusion Room	Subject Leader Pastoral Support Managers Heads of College	• Inform parents (letter/email/text) • Student report for Subject (4 weeks) using G4S • Conversation with student • If Safe Room is used this must be logged on G4S and a sanction applied by Subject Leader or Teacher • Possible parent meeting • Possible Student Contract with parents • Restorative justice meeting teacher/student by Subject Leader • Inform parents (letter/email/text/phone call)

					• Parent meeting1:1 tutor meeting with student (cover may be provided)
Severe – Head of College Senior Leader	• Repeated behaviours above in one or more subject areas • Misuse of phone (eg taking photos without consent) • Failed to attend lunchtime detention (After school detention mandatory outcome) • Persistent defiance • Serious anti-social behaviour around school site (out of lessons) • Graffiti • Low-level vandalism • Disruption around school • Bringing the school into disrepute • Abusive/ aggressive language or behaviour towards students/ staff in tutor group	Head of College	• Removed from lesson by on-call • After school detention Weds or Friday (automatic outcome for missed detention) • Loss of social time • Exclusion Room • Parent meeting to set targets • Head of College Report	Pastoral Manager Subject Leader Head of College Senior Leader	• Inform parents (letter/email/text) • Student report to College Head (4 weeks) • Conversation with student • Parent meeting • Student Contract with parents • Referral to PSM for pastoral/ behavioural intervention meetings on a regular basis • Restorative justice meeting MoS involved present, if appropriate/possible • Possible 4YP referral • Possible PSP • Possible CISS referral
Severe – Senior Leader	• Repeated and/or serious disruptive and/or anti-social behaviour in lessons and around school site • Bullying • Physical assault • Serious defiance (secondary behaviour) • Fire Alarm	Senior Leader	• Removed from lesson by on-call • Exclusion room • Senior Leader report • Headteacher detention • Booked into parent/student meeting with Governor Panel – Pastoral Committee	Pastoral Manager/ Head of College Deputy Head - teacher/ Head - teacher	• Inform parents (letter/email/text) • Student report to SLT (4 weeks) • Conversation with student • Parent meeting • Student Contract with parents • Restorative justice meeting MoS involved present, if appropriate/possible • Possible PSP • Possible CISS referral • Commence IYFAP referral paperwork
Severe – Head-teacher	• Serious one off incident • Persistent disruptive behaviour • Persistent anti-social behaviour • Serious physical assault • Racism • Theft • Serious vandalism • Health and Safety breach	Head-teacher	• Removed from lesson by on-call • Exclusion room • Headteacher detention • Headteacher report • Booked into parent/student meeting with Governor Panel – Pastoral Committee • Final warning letter • Managed move • Permanent Exclusion	Chair of Governors	• Parental meeting • Restorative justice meeting MoS involved present, if appropriate/possible • Behaviour contract • Managed move/IYFAP • Permanent Exclusion

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RED CARD SYSTEM:

What to do if ...for example... a student ...

- wilfully hurts another student or adult
- wilfully takes or destroys property
- overtly refuses to do what he/she is told to do – serious defiance
- engages in any persistent behaviour that stops the class from functioning
- is verbally abusive to a member of staff or engages in an overtly confrontational behaviour
- misuses/inappropriate use of technology.

How to use On-Call:

Contact **Reception** by sending a reliable student there. On-Call will attend your lesson as soon as possible for **Safe Room/isolation or temporary Exclusion Room removal**. Internal or external exclusion may be sanctioned but evidence/statements to be collected by the Pastoral Manager and presented to the Deputy or Headteacher for agreement and authorisation.

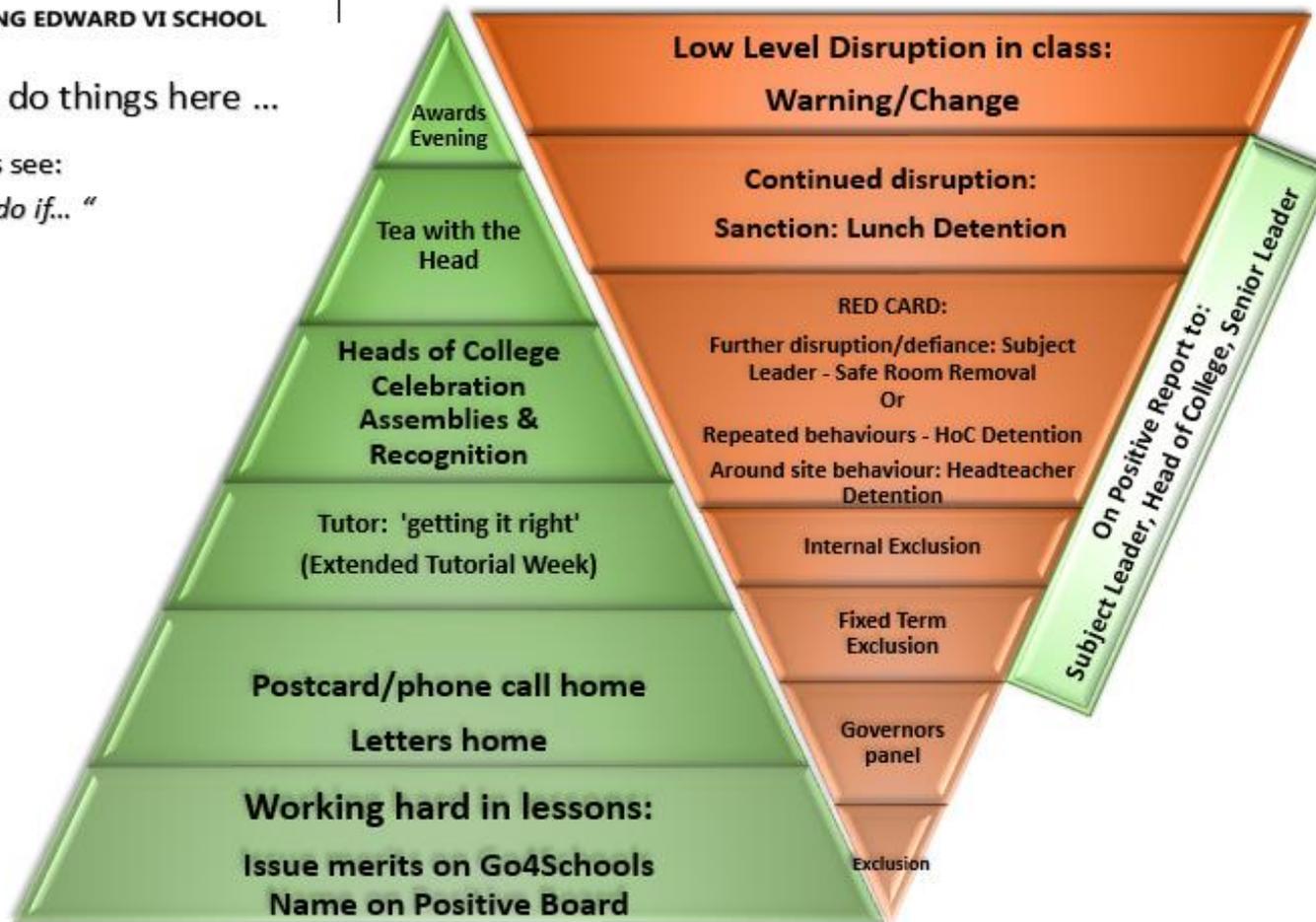B Tucker   C:\Users\Laptop User\Documents\B Tucker\Behaviour\KEVI Documents May 2018\How we do things here - FINAL July 2018.docx   Sept 2018 V3

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Appendix 3: Behaviour Ladder

KING EDWARD VI SCHOOL

How we do things here ...

For details see:
"What to do if... "

Green side (bottom to top):

Working hard in lessons:
Issue merits on Go4Schools
Name on Positive Board

Postcard/phone call home
Letters home

Tutor: 'getting it right'
(Extended Tutorial Week)

Heads of College
Celebration
Assemblies &
Recognition

Tea with the Head

Awards Evening

Orange side (top to bottom):

Low Level Disruption in class:
Warning/Change

Continued disruption:
Sanction: Lunch Detention

RED CARD:
Further disruption/defiance: Subject Leader - Safe Room Removal
Or
Repeated behaviours - HoC Detention
Around site behaviour: Headteacher Detention

Internal Exclusion

Fixed Term Exclusion

Governors panel

Exclusion

On Positive Report to:
Subject Leader, Head of College, Senior Leader

Respect   Aspiration   Creativity

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Appendix 4: Student Expectations

How we do things here …

Respect
We understand rights, feelings, beliefs & wishes of others. Thus we live honestly, with civility, tolerance and social conscience. We are truthful, kind and we care for each other.

Aspiration
In an atmosphere which encourages a deep love of learning, we all aim to be the very best we can be. Thus we are ambitious, courageous, determined, resilient and we believe that anything is possible.

Creativity
We are an inspirational and outward-looking community. We seek to create opportunities, both in and out of the classroom, for students and teachers to thrive for the rest of their lives.

John 10:10

	Classrooms	Corridors around site	Le Bistro/ Ed's Place	Toilets	Outside spaces
Respect / Creativity / Aspiration	• Care about others • Be kind • Help other people • Listen to others • Accept differences • Be responsible • Seek answers • Take responsibility to problem-solve • Speak up for self and others in the right way at the right time • Try hard • Ask for help • Challenge yourself • Strive to be your best • Be a good citizen • Use equipment safely • Bring in correct equipment • No gum • No drinks except water	• Greet everyone positively • Open doors for others • Be considerate of others • Walk on the left • Walk into assembly in silence • Complete the Fire Drill in silence • Have appropriate conversations • Report vandalism • Arrive to places on time • Have your equipment • Keep hallways litter/graffiti clean • Help others in need • Line up quietly and sensibly outside all classroom • No gum • No phones/earphones	• Share spaces • Line up in queues nicely • Clean up afterwards • Engage in conversations with others • Be polite • Be kind • Use good table manners • Respect others • Be a good citizen • No gum • No phones/ earphones	• Leave toilets clean & tidy • Give others privacy • Keep conversations to a minimum • Report any shortages (soap, paper etc) • Report mess • Don't eat in the toilets • Use at break and lunch • No phones/ earphones	• Encourage others to join in • Be respectful of others • Be sporting • Assist others if needed • Appropriate conversations • Wear the appropriate uniform/footwear • Report strangers/dangers • Notify duty staff if there's a problem • Get to lessons promptly • Fill water bottles/use toilets during breaks & lunches • Respect duty staff • Join extra-curricular clubs at lunchtime • Find ways to enjoy yourself with friends without hurting others • No earphones/phones

Appendix 5: National Contacts

Childline

Telephone number 0800 1111

(Open 24 hours a day)

www.childline.org.uk

NSPCC

Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

www.nspcc.org.uk

Kidscape

Telephone number 020 7730 3300

(Parent support to be available from spring 2016)

www.kidscape.org.uk

Familylives

Telephone number 0808 800 2222

http://www.familylives.org.uk/

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

BBC Bullying Survival Guide

http://www.bbc.co.uk/schools/parents/bullying/

Bullying Online

www.bullying.co.uk

Helpline: 0808 800 2222

A registered charity, which contains advice for both parents and students