



King Edward VI Church of England Voluntary Controlled School

To inspire young people in a progressive and inclusive school, being ambitious for every learner; helping every student access the best possible post-16 future

Strong Character Development includes

Impeccable behaviour and Specialist in 11-16 personal development

Safe and welcoming includes being

Inviting for all students, a great place to work and learn within a strong community

Behaviour, Rewards and Support Policy

December 2022

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Drawn up by:	Mr O'Regan Headteacher
Reviewed by:	Mr Spillane and Mr Herbert Heads of Upper and Lower School
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1. Positive Behaviour Policy

This policy aims to ensure that King Edward VI School is a safe, mutually supportive space in which everyone can learn and develop to the best of their ability and potential; a place of high expectations supported by deep compassion and nurture.

We have therefore established **four** principles to guide the behaviour of all members of the school community at all times. Everyone must be:

- Positive
- Respectful
- Kind
- Cooperative

Staff will

- Deliver engaging, effective and well-planned lessons
- Treat students with respect and kindness
- Nurture students to achieve to the best of their potential
- Develop positive, kind and mutually respectful relationships with students
- Highlight and reward positive behaviour
- Set high behaviour expectations and teach students how to reach them

Students will

- Develop a positive approach to their own education and that of their peers
- Treat each other with respect and kindness at all times, both in lesson and at social times
- Respect difference in other members of the school community
- Engage actively in lessons, and complete the work assigned
- Cooperate fully with all reasonable requests from teachers and other adults supervising students
- Be polite and helpful at all times
- Take part in extra-curricular activities
- Take an active interest in improving the school experience for the benefit of all, including, but not exclusively, by taking part in the School Council and Junior Leadership scheme

Teachers are responsible for the management of behaviour within their classrooms, but all staff are equally expected to play a full part in behaviour management around the school. A tutor is responsible for the standards and learning behaviours of their tutor groups and Heads of Year the overall behaviour and learning standards across the year group.

Teachers model excellent learning behaviour in themselves. They also create an effective learning environment for the class by using a consistent approach. They meet and greet students at the door at the start of every lesson. They teach the routines to be used within the lesson, including the 'signal, pause, insist' approach that will enable students to transition from their individual or group activities to teacher talk time. They will have a recognisable and consistent visual signal for this. The [Teaching and Learning Policy can be found on the school website 'Policies' page.](#)

Teachers deal immediately and effectively with any incidents always logging incidents and using support systems when needed.

2. Parents

Good communication with parents contributes greatly to the success of students within our school. We aim to build active partnerships with parents by:

- Responding quickly and efficiently to requests from parents for further information
- Asking Parents to read and sign the home school agreement in their child's planner
- Involving Parents at an early stage if there is a cause for concern about their child
- Keeping Careful records of all home-school communication on G4S

- Always responding as soon as possible to all parents of children involved with behaviour incidents

3. Written Statement of Positive Behaviour Principles

King Edward VI School is a learning community. We think about what we do, and we continually strive for improvement. We believe that impeccable behaviour and excellent learning go hand in hand. We also believe that we are in a unique position to nurture and develop the character needed to be successful in later life. 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, staff and visitors are free from any form of discrimination, and treated with respect and consideration
- all students are encouraged to work towards the highest possible levels of personal, social and academic achievement
- all students are offered responsibility and encouraged to respond to it
- all students are informed clearly of what is expected of them
- close partnership with parents is critical to successful management of behaviour

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

Our expectations of staff are articulated through regular training and CPD, the staff handbook and other documentation, and during staff, tutor team, and curriculum team meetings.

The Governing Body takes an active interest in the school. Governors visit the school regularly, talk to teachers and students, and feed-back their observations.

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

4. Rewards

The school believes that great behaviour is taught and rewards are an important part of this process. The school has a wide range of rewards to celebrate and promote impeccable behaviour.

Reward	Details	Given by
KEVI learner ranks	<p>This is a whole school reward system to recognise the learning habits of all students needed for long term academic success:</p> <p>Rank 1 – Grafter rank – for getting 20 merits</p> <p>Rank 2 – 100% attendance in a term (or great attendance despite challenges)</p> <p>Rank 3 – making good progress in Spring Report</p> <p>Rank 4 – Super grafter award - for getting 80 merits</p> <p>Rank 5 - 100% attendance in a term (or great attendance despite challenges)</p> <p>Rank 6 – for leadership at extra-curricular clubs</p> <p>Rank 7 - making good progress in Summer Report</p>	Headteacher
Rewards shop	In each year group students with a high number of merits will be invited to the key stage reward shop	Head of Upper or Lower School
Weekly recognition	Weekly praise for form groups with great attendance and number of merits	Heads of Year
Lucky dip	<p>Prizes given out in fun based lucky draw based on merits achieved that week</p> <p>This award is designed to give every child who gets merits a chance to win a prize</p>	Heads of Year
Subject Prizes	Given at the end of year these are for academic excellence in a subject	Head of Department
Progress Prizes	Given at the end of year these are for academic effort and endeavour in school life	Heads of Department and Heads of Year
Extra Curricula Prizes	Given for whole school leadership in extra curricular activities	Staff leading extra-curricular activities

Other rewards are handed out by teachers and department:

- Verbal Praise
- Praise through feedback
- Phone calls home
- Post cards home
- Awards Evenings
- Reward events e.g. Rewards trip/Rewards BBQ
- 'Prom Passport' for year 11

5. What happens if things go wrong?

Creating and maintaining a calm orderly ethos is important to us. Effective learning cannot take place without it. This is why we place such high emphasis on being Positive, Respectful, Cooperative and Kind.

The school believes that in order to establish a purposeful learning environment, students must be properly dressed and respectful at all times. The following behaviours will therefore attract immediate notice, request for change, and a sanction on Go4Schools:

- Improper wearing of uniform
- Use of mobile phone on the school site before 3.35pm, except when requested by a teacher in class
- Swearing at a teacher or another student

But the school also recognises that poor behaviour can sometimes be an indication of issues which require specific and specialised student support. Such behaviour can also be a result of wider safeguarding concerns and staff will report any concerns to the Designated Safeguarding Lead (DSL) using MyConcern. All students can access support from their Head of Year, Pastoral Support Manager or get help from peer mentoring.

The school recognises its legal duty under the Equality Act 2010 to ensure that students with a protected characteristic are not at a disadvantage.

The school's Special Educational Needs Co-Ordinator or Alternative Provision Manager may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Such needs may include, but are not restricted to, various kinds of neuro diversity.

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, they may be referred to the Intervention Centre for support and intervention. 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.

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.

6. Low Level Disruption (LLD)

The school has identified LLD as

- Calling out without permission
- Being late to lesson or slow to start or follow instructions
- Showing lack of respect to other students and staff
- Not bringing the right equipment
- Chatting when expected to be working or listening to the teacher
- Non-completion of homework

7. Stepped Classroom Management Approach

Staff will deal with the majority of LLD in classrooms by using their own classroom management techniques but if the LLD continues we use a behavioural system around the key terms:

Warning – Time out – Sanction

- **Warning** – The teacher issues a warning to the student that their behaviour needs addressing, being clear that a warning has been issued
- **Time out** – The student will be told to leave the classroom for a period of 2-5 minutes. The teacher will then go outside the classroom to clearly inform the student that they have received a time out and calmly and kindly explain the reasons for the time out. This should take the form of a restorative conversation where the student should be listened to and the student and teacher work together to reintegrate the student back into the class positively. At this point the teacher may change the student's seat and explain how the student should change their behaviour.
- **Sanction** – If the poor behaviour continues after the Warning and timeout then a lunchtime sanction will be issued. The member of staff will inform the student that the sanction has been issued explaining why and will inform the student of when the sanction will take place.

On Call – The On Call system is used if a student continues to display levels of LLD after the Warning, Time out, Sanction has been issued. A senior member of staff will arrive at the lesson to support the teacher. The teacher may ask the senior member of staff to help with a restorative conversation to reintegrate the student into the lesson or may ask the senior member of staff to remove the student from the class as a 'Red Card'.

Red Card (After Warning, Timeout, Sanction) – This is the term used for when a student is removed from the classroom. This will be as a result of the student being unable to change their behaviour after Warning, Timeout and Sanction. In this instance a Red Card will result in an after-school detention.

Red Card (Immediate Removal) – There may be rare occasions where a student's behaviour transcends the Warning, Timeout, Sanction system and calls for an immediate removal. For this the sanction could be an after-school detention, Internal Exclusion or External Exclusion depending on the circumstances.

8. Bullying and harassment, including racist, sexist, and homophobic abuse, child-on-child abuse, cyber bullying

We are proud that King Edward VI is an inclusive school. We will not tolerate bullying or harassment of any kind and we encourage parents, students, and teachers to report any incidents of any member of the school community being treated disrespectfully or unkindly. [See Appendix 5](#). The school will sanction any abusive or illegal behaviour which takes place online between members of the school community; or any posts which are intended to belittle or humiliate a member of the school community including students and staff.

9. Staged Behaviour Approach

The school promotes consistency of approach by using a staged approach. This framework gives examples of behaviour, responses and interventions at each stage. It is not intended that in all circumstances there will be a ladder of progression, or that it is an exhaustive list of behaviours, however it provides a very clear sense of how negative behaviour will be managed. The Staged Behaviour Approach Framework is [detailed in Appendix 7](#).

10. Illegal Substances and banned items

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 planner, announcements in assemblies, and other documentation. The possession of any illegal substance or other banned item ([see Appendix 3](#)) in school will result in a suspension from school.

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

11. 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 e.g. plimsolls instead of trainers (though not during COVID-19 regulations). 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. Shirts should be tucked in and skirts unrolled. If staff have to ask students to unroll skirts or tuck shirts in they will also record it on Go4Schools as a uniform infringement and three of these will result in a lunchtime sanction. Any parent struggling to afford the school's uniform or school shoes should contact their child's Head of Year or Pastoral Support Manger to explore sources of financial help.

12. Roles and Responsibilities

12.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (section 3).

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.

12.2 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 (section 3). 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.

12.3 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.

12.4 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
- Support the school when students are sanctioned in accordance with this behaviour policy
- Discuss any behavioural concerns with the class teacher promptly.

12.5 Students

Students are expected to sign their Home School Agreement in their school Planner 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, specifically whilst wearing school uniform

13. Off-site behaviour

Sanctions may be applied where a Student has misbehaved off-site when representing the school. This means misbehaviour when the Student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a Student of our school

Sanctions may also be applied where a Student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another Student or member of the public
- Could adversely affect the reputation of the school

14. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and Students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy which can be found on the [school website 'Policies' page](#) for more information on responding to allegations of abuse against staff or other Students.

15. Physical restraint

King Edward VI school does not encourage staff to physically restrain a student. However, 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

16. Confiscations

Any prohibited items (listed in Appendix 3) 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 NOT be returned to the student but may be returned to the parent/carer if appropriate. If not, the item will be disposed of via appropriate means (i.e. police disposal).

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

17. 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 once the new school has enrolled them.

18. 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. Our Teaching and Learning Policy is available on the [Policies page of the school website](#).

19. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every three 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 (Section 3) will be reviewed and approved by the Governing Body annually or if statutory requirements change.

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Appendix 1: This policy is compliant with the following DfE advice and legislation

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](#)
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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.

Appendix 2: Definitions

Poor behaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Serious and repeated defiance, non-cooperation and/or disruption
- Serious or repeated misuse of electronic devices
- Bringing the school into disrepute
- 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
- Child-on-Child abuse

- Possession of any prohibited items.
- Verbal or physical abuse of others

Appendix 3: Prohibited items:

The following are prohibited items and may not be brought into school:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- BB guns or replicas
- Dangerous pepper sprays or lasers
- Pornographic images
- Large amounts of money
- 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).

Appendix 4: Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Internal Exclusion
- External Exclusion
- Timetable changes
- Referral to children's social care
- Referral to IYFAP
- Report to the police
- Permanent Exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information. This can be found on the [Policies page of our website](#).

Appendix 5: Prevent Bullying Policy



King Edward VI School Prevent Bullying Policy

Version Number:	Version 1
Drawn up by:	Junior Leadership Team and the School Council
Reviewed by:	Tom Spillane Assistant Headteacher
Date reviewed:	November 2021
Approval by:	Standards Committee
Date approved:	
Review Cycle:	1 year
Date of next Review:	

1. Statement of Intent

The Junior Leadership Team of King Edward VI School have created this Prevent Bullying Policy in collaboration with the School Council, following consultation with all students during Tutor Time.

The vision of the Prevent Bullying Policy is that, if all students, staff and visitors follow the school's guiding principles of Positivity, Respect and Kindness, as set out in the schools Positive Behaviour Policy, then bullying cannot happen.

2. What is Bullying?

The Junior Leadership Team after consultation with all students has devised the following definition of bullying:

- Bullying is any behaviour intended to make someone feel intimidated, stressed or unhappy

Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally, and it can take many forms:

- Verbal
- Social
- Cyber
- Physical

Bullying of all kinds can often be motivated by prejudice against particular groups, for example: on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It can be motivated by actual differences between people, or perceived differences. It must also be understood that bullying behaviour can sometimes be a sign of safeguarding concerns, vulnerabilities or underlying issues affecting the person displaying the bullying behaviour. Therefore, the school will aim in all circumstances both to support the person being bullied and to work with the person responsible for the bullying.

3. Examples of bullying may include

- Whispering, name-calling, teasing, spreading rumours
- Using a mobile phone, email or the internet to cause distress/insult to another person
- Purposely leaving someone out or embarrassing them
- Making racist, sexist, transphobic or homophobic comments to other pupils, even if claiming that the subject of these remarks regards them as 'a joke'
- Making inappropriate sexual advances, or sexual harassment, including actions like 'catcalling'. These are not compliments
- Hitting, pushing, spitting, throwing things
- Physically intimidating someone by using threatening language or gestures
- Touching or damaging other people's property without permission

4. Preventing Bullying

Early intervention is the best way to prevent bullying. The school will first start by setting clear expectations of what behaviour is and isn't acceptable and help stop negative behaviours from escalating.

- The school will create a clear positive environment where respect and kindness towards each other is embedded in the culture and maintained by revisiting student expectations and driving 'relentless positivity' throughout the school body
- There is a whole school approach to our PSHE curriculum and all students receive sessions on issues surrounding bullying and discrimination during tutor times
- During Anti Bullying week annually in November there will be a series of activities, highlighting what constitutes bullying and how we should all aim to prevent it, report it and respond to it
- The School Council meet at least half termly where bullying issues are discussed and decisions will be made which will inform current issues that need highlighting
- Safe areas are made available in the school where vulnerable students can go during social times
- There is a student drop-in system every lunchtime where students can get support from year 11 prefects
- There is a buddying system where younger students can request to be paired up with a prefect who will help and support them
- Throughout the year there will be a series of videos made by students, staff, governors and parents about issues surrounding bullying

5. Reporting Bullying

If you believe you are being bullied, or you know of an incident of bullying within the school community, whether the incident takes place on school grounds or outside, there are several ways to report it:

- Speak to your Head of College, Pastoral Support Manager, Form Tutor or any trusted adult
- Report to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead
- Report the issue on the school website using the 'Report a Concern' button
- Report the issue via the concerns box in the library
- Come to a lunch time 'Drop In' to speak to a year 11 prefect
- Request a year 11 'buddy' to talk to
- Address the issue with parents/guardians

Year Group	Head of Year*	Pastoral Support Manager*	Role	Staff Member
7	Ms Otoka and Ms Scarlett	Ms Organ	Designated Safeguarding Lead (DSL)	Mr Spillane
8	Ms Leppard	Ms Pawling		
9	Mr Elliott	Mr Satherley	Safeguarding Officer	Mrs Sweny
10	Mr Post	Mr Nichols		
11	Mr Young	Ms Falconer	Deputy (DDSL)	Mrs Tucker
			Deputy (DDSL)	Mr Herbert
			Deputy (DDSL)	Mrs Pickering
			Deputy (DDSL)	Mr Young

* true for 2022/23 year

6. Responding to Bullying

When a young person reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents reported by witnesses are treated in the same way and will always lead to a conversation with the person who is the target of the bullying:

- They will be reassured and reminded of all the people at the school who can support them if they need it including the Pastoral Teams and also the student 'buddies' and leaders
- The incident will be recorded using the school systems in place
- The school will work with them and listen to their views when deciding how to proceed

Restorative Approach:

In most cases the school will initially consider a Restorative Approach to resolve the situation. This involves perpetrators of bullying being asked to focus on their actions in an emotionally intelligent way so as to:

- Accept responsibility for the harm caused to another individual, whether family, friends, or staff
- Recognise the need to take action to repair the harm caused
- Agree a range of helpful actions to facilitate this

The person being bullied will only be involved in the Restorative Approach if they agree and will not be forced to take part in this process

The school believes that all bullying is unacceptable but that many young people who display bullying behaviours may themselves be a victim of wider issues or may lack empathy which is why they need to be helped to understand the consequences of their actions and change their behaviour for the long term.

If the Restorative Approach cannot be made to work, however, the school will use fair and proportionate sanctions as highlighted in Appendix 6 of the Positive Behaviour Policy.

7. A note on 'Banter':

A person making inappropriate or nasty comments often excuses it as 'banter'. This is often a way of making the victim feel like it is their fault and that they are being 'over sensitive'. Banter can **never** happen between people who are not friends. Routine, conversational, discriminatory comments eg.

to do with race, religion, gender, sexuality or disability, can also **never** be counted as banter. They are an indication of prejudice and we do not want this in our school.

Appendix 6: Indicative Summary of Sanctions (By no means exhaustive)

<p>Detentions</p> <p>Class teacher – at break, lunch or after school (up to 20 minutes)</p> <p>Head of subject - for failure to complete homework (up to 1 hour)</p> <p>Whole school - after school on a Tuesday or Thursday (up to 90 minutes)</p> <p>Senior teacher or Head of Year (any time up to 2 hours)</p>	<p>Repeated uniform infringements</p> <p>Repeated missing equipment</p> <p>Low level disruption</p> <p>Repeated refusal to follow instructions</p> <p>Repeatedly late to school</p> <p>Repeated mobile phone confiscation/refusal to hand in phone</p> <p>Defiance</p> <p>Swearing</p> <p>Bringing the school into disrepute</p> <p>Failure to complete homework</p> <p>Smoking/association with smoking</p> <p>Truancy/ off site at social times</p> <p>Bullying</p> <p>Other behaviours deemed appropriate by staff</p>
<p>Internal Exclusion</p> <p>Isolation from the main school from 9.15 – 3.35 in the Internal Exclusion Room</p>	<p>Vandalism</p> <p>Bullying</p> <p>Verbal/physical abuse of students or staff</p> <p>Child-on-child abuse</p> <p>Prejudice related abuse e.g. racism, sexism, homophobia</p> <p>Bringing banned items into school</p> <p>Repeated truancy</p> <p>Misuse of technology</p> <p>High level disruption and non-cooperation</p> <p>Repeated and persistent low-level disruption</p> <p>Failure to comply with detentions</p>
<p>Suspension</p> <p>Usually between 1-5 days</p>	<p>Vandalism</p> <p>Continuous bullying</p> <p>Verbal/physical abuse of students or staff</p> <p>Child-on-child abuse</p> <p>Prejudice related abuse e.g. racism, sexism, homophobia</p> <p>Bringing banned items into school</p> <p>Repeated truancy</p> <p>Misuse of technology</p> <p>Failed or refused internal exclusion room</p> <p>Persistent high-level disruption and serious non-cooperation</p>

Managed Move / Referral to In Year Fair Access Protocol (IYFAP) Alternative provision on site Alternative provision off site	Failure to learn from a significant number of detentions, internal exclusions and suspensions Vandalism Continued prejudice related abuse e.g. racism, sexism, homophobia Repeated verbal and physical abuse of students or staff Child-on-child abuse Bringing banned items into school Continued truancy Serious misuse of technology Severe health and safety incident
Permanent Exclusion	Physical violence against students or staff Child on Child Abuse Persistent prejudice related abuse e.g. Racism, Sexism, homophobia Serious misuse of technology Persistent and high impact bullying Repeatedly bringing banned items into school Supplying banned items to other students Severe Health and Safety incident Persistent high-level disruption and serious non-cooperation with senior staff

Appendix 7: Staged Behaviour System of Support

Stage	Typical Behaviours	Possible Support
Stage 5	Drug related incident Physical Assault on a member of staff Persistent bullying Persistent abusive behaviour Possession or use of a weapon Continuation of behaviours in stages 1,2,3 and 4	External agency support IYFAP referral for managed move or Alternate Provision Meeting with the Headteacher Governor support panel meeting IYFAP managed move or Alternate Provision Intervention Centre to support move to alternative provision Emergency EHCP (if applicable)
Stage 4	Assault on a student Verbal Abuse of staff Persistent bullying Sexting Persistent or severe damage of property Alcohol related incident Possession of a banned substance Continuation of behaviours in stages 1,2 and 3	SLT Report – SLT linked to the Year/College to meet the parent with the HOC and set up an SPSF Start the IYFAP managed move process Additional external support Risk Assessment Curriculum review Part time table considered Regular meetings with the parent for the Suffolk Pastoral Support Form Work with Intervention Centre Emergency EHCP (if applicable)

Stage 3	<p>Damage to property Truanting lessons Fighting Prejudice related incident Bullying Smoking – 1st offence Behaviour that is a risk to health and safety Threatening behaviour Theft Damaging the reputation of the school in the local community Continuation of behaviours in stage 1 and 2.</p>	<p>Head of College Report – HOC to meet parent and phone the parent weekly HOC email to all tutors Student Risk Assessment Pastoral support in school External pastoral support Governor mentoring Referral to the Intervention Centre Discussion at Behaviour Management Team meeting SEND consultation Curriculum review Time spent in Year Base school meeting with parents</p>
Stage 2	<p>Persistent incorrect uniform Inappropriate language Persistent disruption and noncompliance in lessons 2nd incident with mobile phone Continuation of behaviours in stage 1</p>	<p>Tutor positive report Tutor email to all teachers Restorative meetings with subject teachers Discussion with HOC Pastoral support in school Referral to pastoral support agencies eg.4YP Contact with parents/carers Isolation from next lesson in that subject Time spent in year base Subject leader phone conversation with parent</p>
Stage 1	<p>Insufficient classwork Lack of equipment Lack of homework Late to lesson Mobile phone in class Failure to follow instructions Lack of engagement in class Incorrect uniform</p>	<p>Choices given to modify behaviour Change of seating plan Teacher contact with parents/carers Movement in class</p>

At stage 1 the responsibility for consequences and interventions lie primarily with the subject teacher.

Appendix 8: 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.

Detentions

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

1. Class teacher 'on-the-spot' detention – this is a short detention directly at the end of a lesson (periods 1, 3, 4, only)
2. Whole school detention on a Tuesday and Thursday

Teachers can set either detention type 1 or 2 following the 'Warning-Change-Sanction' system for in lesson behaviour management. A normal class sanction is 30 minutes and a maximum of three can be set for any Tuesday or Thursday.

3. Red card from lesson. If a student's behaviour is highly damaging to the learning of others and all other options have been exhausted then a red card will be issued and a 60 minute detention will be sat on a Tuesday or Thursday
4. Truancy. If a student truants a lesson they will be required to sit a 90 minute detention on a Tuesday or Thursday
5. Heads of Subject will set detentions for missed homework
6. Heads of Year and Senior Teachers will set their own detentions for up to 2 hours following high level incidents

Prior notice is not necessary for lunchtime detentions though it will be recorded on G4S and parents will be able to read the reason for the detention. Prior notice is also not required for an afterschool detention, although the school will always contact home via a text message 24 hours in advance to notify the parent and the details of the detention will be recorded on G4S.

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 modify their behaviour, and for teachers to reward students with positive feedback in lessons. Parents/carers will be informed by a phone call when a student is put on a Positive Report and will be kept informed of their progress.

Internal Suspension (Exclusion Room)

We may use the Exclusion Room in response to serious or persistent breaches of this policy. Students may be sent to the Exclusion Room, and they will be expected to complete the work that is given to them.

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 events. 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.

Students who do not attend a detention are also given an internal suspension.

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 meet with other students over breaks and lunchtimes.

Appendix 9: 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
- Teaching and Learning Policy
- Children with medical needs policy
- SEND policy
- Pupil Premium ([information contained within page on school website here](#))
- [SCC Abuse and Allegations Policy](#) (contained within our Safeguarding Policy)

Appendix 10: 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)

Bullying Online

- www.bullying.co.uk
- Helpline: 0808 800 2222
- A registered charity, which contains advice for both parents and students