

Curiosity | Care | Courage | Creativity

King Edward VI CEVC School

Behaviour, Rewards and Support Policy

January 2025

Our Vision:

To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.

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1. Policy aims

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. The behaviour policy is based on our four pillars which embody one of our school's core values of 'care'.

The Four Pillars:

1. Students care about the school, their education and each other
2. Staff are firm on behaviour, gentle on the students
3. Consequences are certain and restorative
4. We all hold the line, to enforce good habits and school expectations

Through our trauma informed, relational approach we will support the social, emotional and mental health needs of the whole school community.

Reasonable adjustments are made for SEND students to help them follow the routines and successfully complete consequences

2. Written statement of behaviour principles

Governors at King Edward VI School support and challenge school leaders to create a learning environment which nurtures the strengths of our young people and supports their well-being and personal development, enabling every student to prosper and achieve. In this way we prepare them for success and fulfilment in life and work.

This ambition is reflected in our vision statement, developed in consultation with students, staff and the community:

To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.

We have used our vision to define our **behaviour principles**. We want:

- All members of the community to feel safe, valued and respected
- Relationships between members of the school community to be supportive
- Rules and routines to be clear and communicated effectively, and to be practiced by everyone consistently so that they are perceived as fair
- Staff to be firm on behaviour expectations but gentle on students
- Consequences to be certain and restorative; rewards to be valued and aspired to
- Students and staff to show empathy, care and compassion for others along with the courage to speak up for themselves or others when something is wrong
- Students to have excellent role models in staff, and be taught how to meet expectations and practice good behaviour habits routinely
- To work with families to promote understanding, consistency and mutual support in meeting our school expectations
- To provide opportunities for all members of the community to reflect and contribute to improving the school behaviour culture through open and positive dialogue
- Everyone to feel pride in and a sense of belonging to our school community.

These have been used to develop the 'four pillars' on which this policy is based.

Rights and responsibilities

- All students and staff are entitled to a calm and orderly environment which is free from verbal or physical abuse, bullying, damage to property, rudeness, defiance and disruption; violent or threatening behaviour will not be tolerated in any circumstances

- All students, staff and visitors feel welcome and experience freedom from any form of discrimination, as they are treated with respect and consideration
- All students and staff are informed clearly of the expectations for behaviour and take personal responsibility for meeting them
- Students who are struggling to meet our expectations consistently are identified at the earliest opportunity so that appropriate support strategies or intervention can be provided
- Suspensions and exclusions are used only as a last resort and in line with our Suspensions and Exclusions Policy.

3. A trauma informed, relational approach

Our school is committed to supporting relational health through educational practices which Protect, Relate, Regulate and Reflect.

Protect

- Increased 'safety cues' in all aspects of the school day, e.g. 'meet and greet' at the classroom door.
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (fight/flight/freeze).
- Our school is committed to ceasing all use of harsh voices, shouting, put-downs, criticisms, and shaming (proven to be damaging psychologically and neurologically).

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally-available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'. For all students, the tutors will fulfil this role. For particularly vulnerable students or those with Special Educational Needs (SEND), a Head of Key Stage (HOKS) /Head of Year (HOY)/Pastoral Support Manager (PSM) / Learning Support / Intervention Centre will fulfil this role.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- The emotional well-being and regulating of staff is treated as a priority to prevent burn-out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff development and training teach the art of good listening, dialogue, empathy and understanding.
- Restorative conversation take place when there has been conflict.
- Reflective supervision is encouraged for safeguarding leads, pastoral staff and senior leaders.
- Parents are supported to engage and reflect on their child's behaviour.

- The school helps children to change what they feel and believe about themselves; editing the story they have told themselves about their lives.
- PSHE curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

4. Roles and responsibilities

4.1 The Governing Body

The governing body is responsible for writing and reviewing the written statement of behaviour principles (section 2). The governing body will also review this behaviour policy in conjunction with the Headteacher annually and monitor the policy's effectiveness, holding the Headteacher to account for its implementation. Governors visit the school regularly, talk to teachers and students, and feed-back their observations to school leaders.

4.2 The Headteacher

The Headteacher is responsible for writing this behaviour policy and reviewing it annually in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (section 2) and the policy's effectiveness. The Headteacher approves this policy.

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

4.3 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 on Go4Schools, as required by our policy
- The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the Home School Agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Support the school when students are sanctioned/ receive a consequence, in accordance with this behaviour policy
- Discuss any behavioural concerns with the form teacher promptly.

4.5 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 in a calm and orderly manner around the school keeping to the left
- Treat the school buildings and school property with care
- Wear the correct uniform at all times
- Accept consequences when given

5. Rules and behaviour expectations

Our school ethos is based around our 4 school values of:

Curiosity – students will approach lessons with enthusiasm; and take responsibility for seeking support when needed, they will ask questions, explore new ideas and seek to expand their understanding and skills

Care - students care about the school, their education and each other

Courage – students will embrace challenge with determination, persevere through difficulties and strive to achieve their best in all areas of the school. They will stand up for what is right and challenge injustice

Creativity – students will explore innovative ideas, contribute to the vibrant life of the school and participate wholeheartedly in the rich extra-curricular offer including house competitions

We expect everyone in the school to care for each other, take care of themselves, care about our school and care for their learning.

Staff will:

- Deliver engaging, effective and well-planned lessons
- Treat students with care, being firm on behaviour but gentle on the child
- Positively Meet and Greet students in the corridor at the start of each lesson.
- Nurture students to achieve to the best of their potential
- Develop, maintain (and where necessary repair) positive, caring and mutually respectful relationships with students
- Highlight and reward positive behaviour
- Set high behaviour expectations and teach students how to reach them
- Not use disrespectful language or seek to inflame a difficult situation by the manner in which we address each other
- Seek to avoid strategies or language that induce shame
- Seek to use caring, respectful language, and meet in a spirit of cooperation

Students will:

- Remember our expectations and apply them consistently
- Develop a positive approach to their own education and that of their peers
- Treat each other with care 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
- Care for others

These expectations are established through the Home-School Agreement which we ask students and parents to sign on admission to the school (Appendix 9).

6. Responding to misbehaviour from students with SEND

The school recognises that a student's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

The school's approach to anticipating and removing triggers of misbehaviour may include examples such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

6.1 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

6.2 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENDCo) may 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/carers to create the plan and review it on a regular basis.

6.3 Students with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be adhered to and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

7. 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
Headteacher awards	<ul style="list-style-type: none"> Grafter award – for getting 20 merits Super Grafter award – for getting 80 merits Attendance award – 100% attendance in a term Great attitude award – attitude for learning average less than 1.5 (A = 1, B =2, C = 3 etc....) 	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	Prizes given out in fun based lucky draw based on merits achieved that week This award is designed to give every child who gets merits a chance to win a prize	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 Curricular Prizes	Given for whole school leadership in extra-curricular activities	Staff leading extra-curricular activities
End of Year Rewards Trip	Reward trips are linked to student conduct throughout the year.	Head of Key Stage/Head of Year

Other rewards are handed out by teachers and departments:

- Verbal praise
- Praise through feedback
- Phone calls home
- Postcards home
- Awards evenings
- Reward events e.g. Rewards trip/Rewards BBQ
- 'Prom Passport' for Year 11

8. Basic Behaviour Expectations

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

- Improper wearing of uniform
- Use of mobile phone on the school site before 3.35pm
- On-site truancy
- Low Level Disruption (LLD)

8.1 Low Level Disruption

The school has identified LLD as

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

8.2 Uniform and jewellery

We need to maintain high expectations of all students and challenge those who push the boundaries. However, we also need to be mindful that many parents will be suffering difficult financial circumstances and we need to be tactful and diplomatic in resolving the issues that we may be faced with.

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 and in the correct uniform unless there are medical reasons which prevent this.

Students are not allowed to attend sessions in the incorrect uniform.

Where students are not in school uniform, we are sometimes able to provide relevant alternative items e.g. shoes instead of trainers. Parents may be contacted to bring in relevant items where this is possible.

Where students refuse to adhere to the uniform expectations it becomes a matter of defiance. The student will be placed in the Reset Room 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 G4S as a uniform infringement. Students will lose a point each time they receive a uniform infringement. Tutors/HOY/PSMs will be monitoring these and will issue consequences to students who repeatedly receive uniform infringements.

If students have incorrect footwear tutors/teachers should challenge this and ask them to change into shoes. Tutors or Heads of Year will also need to put a note in their planner explaining that the student is not in correct footwear that day.

Following on from this, tutors need to contact home in the first instance to ensure the student is in the correct uniform the next day. If the student is still not in the correct footwear this will need to be passed on to the HOY.

Any parent struggling to afford the school's uniform or school shoes should contact their child's HOY or PSM to explore sources of financial help. There is also a second hand uniform 'shop' that parents can contact using admin@king-ed.suffolk.sch.uk or the Business Manager.

For the most up to date details on uniform requirements, please visit the uniform page of the website: <https://www.king-ed.suffolk.sch.uk/essentials/uniform/>

Jewellery

Jewellery not adhering to the school uniform rules (see website link above) should be confiscated and placed in the Reset Room Office until the end of the day. Where jewellery problems become a matter of defiance, the student will be placed in the Reset Room and parents informed until the matter has been resolved.

Holding the line

Students must adhere to our uniform policy. Incorrect uniform will be corrected straight away. Jewellery/hoodies etc will be confiscated. A student who refuses to hand these over will be placed in the Reset Room until the items are handed over. All items will be returned at the end of the school day. If a student is in trainers because school shoes are broken or if there is a legitimate reason, a note will be written by the tutor which includes when they will contact home and when a resolution is likely.

Reasonable adjustments to uniform for SEND students

There may be times when adhering to the SEND code of practice requires a reasonable adjustment to the uniform of a student. This could be because of a temporary medical reason like a broken foot, an illness such as Severs or a Special Educational Need such as ASD. These students will be issued with a badge which will be worn on their shirt or jumper. This badge will signify to staff that there is a legitimate reason why the uniform is not correct and that the student should not be challenged. If the students would prefer a small card that they can keep in their pocket instead of a badge then this will be facilitated. This will have to be monitored extremely closely by the Learning Support Team and badges will only be given out in exceptional circumstances.

8.3 Mobile Phones

Government guidance has toughened their stance on the use of mobile phones in schools and there is an expectation that students will not be allowed to use their mobile phones at all in school. This means that students will no longer be able to use their phones in school for any reason including using them for classroom activities such as Kahoot. As a result, students will be required to have their phones turned off and in their bags at all times.

Never used, seen or heard – Students can keep possession of their mobile phones only on the strict condition that they are never used, seen or heard – with consequences for breaching this that are sufficient to act as an effective deterrent. The consequences will be a confiscation of the Mobile Phone and if the student refuses to hand it over they will be placed in the Reset Room until it is handed over. It is important that we enforce this policy vigorously, consistently and visibly, to the effect that mobile phone use is prohibited

throughout the school day. This also means that students will not be allowed to use their phones at all in class and there will be no classroom activities which will require the use of a phone. Similarly, a student will not be allowed to use their phone at any point during the school day and if there is an emergency they will need to go to the Pastoral Team so that the student can contact home. All phone confiscations will be logged and this log will be monitored and regular offenders will be followed up by the year teams. When confiscated the phone will be kept securely in the Reset Room office and will be returned at the end of the school day by a member of the Senior Leadership Team (SLT).

8.4 Access to the toilets.

We encourage students at the school to use the toilet before school, during breaktime, lunch time and after school. We believe that four opportunities to use the toilet is adequate during the school day. However, we recognise that for some there might be a medical reason or an emergency situation, meaning we allow students to use toilets during lesson times for a medical reason or an emergency. In this instance the student will go to the C Block toilets where the entry and exit is monitored.

During all social times the entry and exit to the toilets will be supervised to aid the flow of students into the toilets and also to monitor the behaviour of the students, making the toilets a calm orderly area.

8.5 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 9](#). 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. Behaviour sanctions

9.1 Stepped Classroom Management Approach

Staff will deal with the majority of Low-Level Disruption (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 – Consequence (W-T-C)

- **Warning** – The teacher issues a warning to the student that their behaviour needs addressing, being clear that a warning has been issued
- **Timeout** – 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.
- **Consequence** – If the poor behaviour continues after the Warning and timeout then an afterschool consequence will be issued. The member of staff will inform the student that the consequence has been issued explaining why and will inform the student of when the consequence will take place. If the consequence is using the centralised system they will issue a sticker.
- **Reset Removal** – see 'Reset Room' section below

9.2 Summary of Consequences

When necessary, we use a range of sanctions/consequences. 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 consequences.

9.2.1 Detentions

Teacher Detentions

Teachers are encouraged to set their own short detentions at break, lunch or after school. Keeping a student back for five minutes provides the perfect opportunity to repair and reset.

Centralised Lunchtime Detentions (LTD)

These only take place during lunchtimes in the Reset Room and will be supervised by members of the SLT.

If a student receives a consequence as a result of W-T-C in sessions 1,2 or 3 they will get a 15-minute detention that lunchtime. Two consequences for W-T-C that morning will be 30 minutes that lunchtime.

Consequence for W-T-C Session 4 will result in a 15-minute lunchtime detention the following day.

9.2.2 Reset Room

The Reset Room is for all students who are removed from sessions for poor behaviour, who are not in correct uniform, who are persistently truanting or who are refusing to hand over their mobile phone. If a student successfully 'resets' they will be allowed to join the next session or for any other reason that the student may need to 'reset' their behaviour or mindset.

**In certain circumstances, SEND students who are dysregulated and need to be removed from class may be provided with work and placed in the SEND Mezzanine instead. If they are unwilling to cooperate/attempt the work, then they will be removed and placed in the Reset Room*

***if a student truant more than one session then they will spend the rest of that day in the Reset Room*

A student attending the Reset Room for session 1, 2 or 3 will receive a 30-minute detention that lunchtime. Two Reset Removals in one day will result in the student spending the rest of the day in the Reset Room.

Reset Removal in Session 4 will result in a lunchtime detention for 30 minutes the following day.

If a student is removed from class they will take themselves to the Reset Room.

9.2.3 Report

If a student is repeatedly receiving detentions a Head of Year, Subject Leader or Tutor may use a report booklet to encourage students to modify their behaviour, and so that teachers can reward students with written positive feedback in lessons. Parents/carers will be informed by a phone call when a student is put on a report and will be kept informed of their progress.

9.2.4 Internal Suspension (Reflection Room)

This high-level sanction involves a full day reflection delivered in school in a planned manner.

It runs from 9.15am – 3.35pm (students are collected from the morning line-up by PSMs or HOY and taken to Year base until Session 1 commences).

Parents must be contacted prior to the day of Reflection

Any student who disrupts the Reflection Room will be suspended.

Students complete work on **Ed Class or Oak Academy**. Teachers may also set work on Teams.

See **Appendix 4** for a summary table of behaviours and consequences.

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, may result in permanent exclusion.

11. Safeguarding, Pastoral and SEND support

The school recognises that poor behaviour can sometimes be an indication of issues which require specific and specialised pastoral 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 Intervention Centre 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 neurodiversity.

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 Hub 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.

12. Off-site behaviour

Consequences 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

Consequences 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

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

13. Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour, both during and out of school hours. This could include, but is not limited to:

- Behaviour which threatens or causes harm to another student or adult
- Behaviour which could have repercussions for the orderly running of the school
- Behaviour which adversely affects 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. Reasonable Force

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. Searching, screening and confiscation

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](#).

Searching will only be carried out by the Headteacher, or a member of staff authorised by the Headteacher to do so. The members of staff authorised to do this are any members of SLT, any members of the safeguarding team, Heads of Year, Pastoral Support Managers, SENDCo and Intervention Hub Staff

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff there present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out the search, without another staff as witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practical for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practical for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they must immediately report this to another member of staff and report the search on MyConcern.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral staff who may have more information about the student. During this time the student will be isolated and supervised.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff will phone parents to ask them to be present.

If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder. Or if they believe a crime is in progress eg. carrying a weapon or drugs then 999 should be called.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a shirt)

Hats, scarves, gloves, shoes or boots

Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including:

Desks

Lockers

Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

What action the school has taken, including any sanctions that have been applied to their child

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search

and

- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

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

New staff are provided with training on the behaviour policy and managing behaviour as part of their induction process. Our expectations of all staff are articulated through regular training and continuing professional development (CPD), the staff handbook and other documentation, and during staff, tutor team, and curriculum team meetings.

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

19. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the [Headteacher / member of SLT / PSM / Safeguarding Officer] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. The school will liaise directly with the police regarding this.

If a report to the police is made, the Designated Safeguarding Lead (DSL) or Deputy (DDSL) will make a tandem report to children's social care, if appropriate.

20. 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

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 on child on child abuse.

Appendices

Appendix 1	Legislation and statutory requirements
Appendix 2	Definitions
Appendix 3	Prohibited Items
Appendix 4	Indicative Summary of Consequences / Sanctions
Appendix 5	Behaviour Stages
Appendix 6	Links with other Policies
Appendix 7	National Contacts
Appendix 8	Home School Agreement
Appendix 9	Prevent Bullying Policy

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 violence, such as rape, assault by penetration, or sexual assault (intentional touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - >Sexual comments
 - >Sexual jokes or taunting
 Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi nude images (including pseudo-images, which are computer generated images that otherwise appear to be a photograph or a video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Child-on-Child abuse
- Possession of any prohibited items (See appendix 3)
- 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, cigarette papers and e-cigarettes
- 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: Indicative Summary of Consequences (by no means exhaustive)

Detentions Reset Room Class teacher – at break, lunch or after school (up to 20 minutes) Head of Subject - for failure to complete homework (up to 1 hour) Whole school - lunchtime – every day (up to 60 minutes) SLT or HOY (any time up to two hours) SLT or HOY Community Service (any time up to two hours)	Repeated uniform infringements Repeated missing equipment Low level disruption Repeated refusal to follow instructions Repeatedly late to school Repeated mobile phone confiscation/refusal to hand in phone Defiance Swearing Bringing the school into disrepute Failure to complete homework Smoking/association with smoking/vaping Truancy/ off site at social times Bullying Other behaviours deemed appropriate by staff Vandalism
Reflection Room Removal from the main school from 9.15am – 3.35pm in the Reflection Room Parents/carers contacted and asked to come into school for a meeting.	Vandalism Bullying Verbal/physical abuse of students or staff Child-on-child abuse Prejudice related abuse e.g. racism, sexism, homophobia Bringing banned items into school Repeated truancy Misuse of technology High level disruption and non-cooperation Repeated and persistent low-level disruption Failure to comply with detentions
Suspension Usually between 1-5 days	Vandalism Continuous bullying Verbal/physical abuse of students or staff Child-on-child abuse Prejudice related abuse e.g. racism, sexism, homophobia Bringing banned items into school Repeated truancy Misuse of technology Failed or refused internal Reflection Room Persistent high-level disruption and serious non-cooperation

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, Reflection Room 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 5: Behaviour stages:

Behaviour Stage 1:

This will often be infrequent classroom based behaviours or infrequent behaviours outside of the classroom such as uniform infringements, regular phone use, lack of engagement in class, regular missing of homework. This will be dealt with in the following ways:

- Being told what they are doing wrong and given the chance to modify their behaviour
- Change of seating plan
- Teacher contact with parents /carers

Behaviour Stage 2:

This will be for a continuation of stage one behaviours but also will be for the number of negative points a student would get. Though all cases are individual a good guide would be that if a student gets to -25 overall points they should be on Behaviour Stage 2.

Behaviour Stage 2 should be dealt with primarily by the tutor.

- Report to tutor (Either paper report or electronic)
- Tutor should contact home (by phone is preferable)
- Tutor to email teachers with reasons why the student is on report and what their targets are
- Tutor Conversation with HOY
- If incidents are from the same lesson Restorative meeting to be arranged and teacher / Subject Leader phone call home
- Is Pastoral Support needed at this stage? Do we need to look at referrals to 4YP?
- Year base isolation/Isolation from next lesson

Behaviour Stage 3:

Continuation of the behaviours from Stage 2. Often it will be through a mixture of detentions, Reset Rooms, uniform infringements and often a number of Reflection Rooms for missed detentions. A good guide for this would be about -50 overall points

A student can also be put straight on a Behaviour Stage for damage to property, regular truancy, fighting, bullying, prejudice related incident, theft, health and safety risk, smoking/vaping,

Behaviour Stage 3 will be dealt with primarily by the HOY and PSM.

- Head of Year/ PSM report with school based meeting
- HOY to contact home and continue to contact regularly until behaviour improves
- Student Risk Assessment that they have to sign and be shared with parents
- Increased Pastoral Support in School
- Timetable and classes to be looked at
- External Pastoral Support (4YP, Young Carers, School Nurse Etc)
- Consideration of CAF/EHA
- Governor mentoring
- SEND consultation
- Time isolated in Year base
- Conversation and support from SLT link
- Managed move paperwork discussed and started

Behaviour Stage 4:

Continuation of the behaviours from Stage 3. Often it will be through a mixture of suspensions, detentions, Reset Rooms, uniform infringements and often many Reflection Rooms for missed detentions. A good guide for this would be about -75 overall points

A student can also be put straight on a Behaviour Stage for damage to property, regular truancy, fighting, bullying, prejudice related incident, theft, health and safety risk, smoking/vaping, assault, sexting, banned substance, persistent bullying

Behaviour Stage 4 will be dealt with by HOY in conjunction with SLT link.

- SLT report ran by the SLT link for the year group
- SLT to have a school based meeting with the student and parent
- Personalised Behaviour Contract Drawn up and signed by student, SLT and parent
- Risk Assessment adapted and signed by all parties
- SPSF to be set up and ran for a complete cycle with regular meetings scheduled in
- Curriculum/timetable review and explore division change
- Consider Alternative timetable – case conference
- Emergency EHCP if applicable
- Referral to Intervention Centre
- Referral to external agencies
- EHA/CAF set up by year team
- Managed Move forms filled in and signed and ready to be sent if no rapid improvement

Behaviour Stage 5:

Continuation of the behaviours from Stage 4. Often it will be through a mixture of suspensions, detentions, Reset Rooms, uniform infringements and often many Reflection Rooms for missed detentions. A good guide for this would be about -100 overall points

A student can also be put straight on a Behaviour Stage for damage to property, regular truancy, fighting, bullying, prejudice related incident, theft, health and safety risk, smoking/vaping, assault, sexting, banned substance (Including drugs or alcohol or refusing to be searched), persistent bullying, possession or use of a weapon

Behaviour Stage 5 will be dealt with by SLT in conjunction with HOY and Headteacher.

- Case conference involving HOY/TK/IVC/SLT link/SEND and Head of Key Stage
- Report to the SLT link daily
- IYFAP referral completed if not already sent off
- Meeting with the Headteacher
- SPSF/Behaviour Contract and Risk Assessment all updated and ran by SLT link
- Report to SLT link
- Governor Support Panel
- Emergency EHCP where applicable
- Regular (weekly/fortnightly) school based meetings with parents
- Change of divisions and tutor group

Appendix 6: Links with other policies

This behaviour policy is linked to the following [policies on the school website](#):

- Suspensions and Exclusions Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Attendance Policy
- Uniform Policy
- Children with Medical Needs Policy
- SEND policy
- Student Premium Strategy ([information contained within page on school website here](#))
- [SCC Abuse and Allegations Policy](#) (contained within our Safeguarding Policy)

Appendix 7: 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

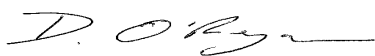
A registered charity, which contains advice for both parents and students

Appendix 8: Home School Agreement

Home-School Agreement

The school will:

- provide a safe, well-ordered and caring environment in which students are treated with care
- promote the values of Curiosity, Care, Courage and Creativity which supports the development of our school community
- provide a balanced curriculum appropriate to the needs of individual students, setting high expectations for all
- provide, and encourage students to engage with a range of extra-curricular activities and opportunities
- give parents/carers early information about any concerns or problems affecting their child's work or behaviour via Go4Schools
- set, mark and monitor homework in line with the school's arrangements/policies and provide facilities for students to do homework at school
- provide three reports each year
- arrange Parents' Evenings during which student's progress will be discussed
- keep parents/carers informed about school activities through emails and online updates
- ensure all communication with parents, including via email or telephone, is based on mutual respect

Signed: 

(Headteacher)

Date

Parent/Carer

I will:

- keep up to date on my child's attendance, progress and achievements via Go4Schools
- ensure that my child attends school regularly, on time, fully equipped, and in the correct uniform
- make early contact with the school to discuss any matters which might have a bearing on my child's progress, wellbeing or behaviour
- avoid taking family holidays during term time
- support the school's behaviour policy
- ensure my child is supported in the completion of homework and other opportunities for learning outside school
- attend Parents' Evenings and discussions about my child's progress
- agree that my child may attend low-risk off-site activities (e.g. sports events) and after-school practices and rehearsals
- attend all meetings to discuss any concerns which might arise regarding my child
- remove my child's smartphone if they fail to follow the school's policy on phones
- ensure all communication with school staff, including via email or telephone, is based on mutual respect

Signed:

Date

Student

I will:

- uphold the school values of Curiosity, Care, Courage & Creativity
- follow the four principles guiding student behaviour. To be: positive, respectful, kind and cooperative
- represent the school positively whenever I am wearing school uniform inside and outside school
- attend school and lessons regularly, on time, and fully equipped
- always wear full school uniform and correctly
- do classwork and homework to the best of my ability
- behave properly and responsibly at all times
- follow the school's policy on computers, mobile phones, music players and airpods
- not use my phone during the school day
- treat other students, staff, and visitors with care, kindness and equity
- complete homework to a high standard and on-time
- join an extra-curricular activity

Signed: *Date*

Appendix 9: Prevent Bullying Policy



King Edward VI School

Prevent Bullying Policy

January 2025

Our Vision:

To be a vibrant learning community nurturing courage, care, curiosity and creativity in every

Version Number:	Version 2
Drawn up by:	Junior Leadership Team and the School Council
Reviewed by:	Tom Spillane Assistant Headteacher
Date reviewed:	December 2024
Approval by:	Headteacher
Date approved:	
Review Cycle:	1 year
Date of next Review:	January 2026

young person, so that they flourish in the world with hope and self-belief.

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, Kindness, and Co-operation as set out in the school's Behaviour, Rewards and Support 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 students, 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 positive environment where care, respect and kindness towards each other are 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 buddying system where younger students can request to be paired up with a prefect or other appropriate older student who will help and support them
- Heads of Year will deliver regular HOY assemblies in addition to the timetabled assembly rota to discuss issues including bullying and prejudice

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 Year, 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
- 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	Miss Scarlett/Ms Ward	Ms Organ	Designated Safeguarding Lead (DSL)	Mr Spillane
8	Mr Young	Ms Falconer	Safeguarding Officer	Mrs Sweny
9	Mr Elliott	Mr Satherley		
10	Mrs Leppard	Ms Pawling	Deputy (DDSL)	Mrs Tucker
11	Mr Post	Mr Nichols	Deputy (DDSL)	Mr Herbert
* true for 2024/25 year			Deputy (DDSL)	Mrs Pickering
			Deputy (DDSL)	Mr Post

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 MyConcern and all actions will be updated. School leaders will monitor and analyse incidents of bullying at least half termly
- 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 consequences as highlighted in Appendix 6 of the Behaviour, Rewards and Support 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 e.g. 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.