

Curiosity | Care | Courage | Creativity

King Edward VI CEVC School

Behaviour, Rewards and Support Policy

September 2024

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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Drawn up by:	Mr Spillane
Reviewed by:	Senior Leadership Team
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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.

One of our school's core values is 'care'. We have established **four** underlying principles that embody this value and always serve to guide the behaviour of members of the school community. Everyone must be:

- Positive
- Respectful
- Kind
- Cooperative

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 respect and kindness
- 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 positive, caring 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
- Care for others

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
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 Curricula Prizes	Given for whole school leadership in extra-curricular activities	Staff leading extra-curricular activities
End of Year Rewards Trip	Students who end the year with a positive number of points will have the opportunity to attend a rewards trip for their Year Group	Head of Key Stage/Head of Year

Other rewards are handed out by teachers and departments:

- 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 and caring 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 consequence on Go4Schools:

- Improper wearing of uniform
- Use of mobile phone on the school site before 3.35pm,
- 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 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 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 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.

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 – Consequence

- **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.

- **Reset Removal** – see 'Reset Room' section

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, may result in permanent exclusion.

11. Uniform

We need to maintain high expectations of all students and challenge students who want to 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 issue 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 unless there are medical reasons.

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. plimsolls instead of trainers. Parents may be contacted to bring in relevant items where this is possible.

Where uniform problems become a matter of defiance, the student 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 repeat offenders.

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@ 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/>

11.1 Jewellery

Jewellery not adhering to the school uniform rules (see website link above) should be confiscated and placed in Student Services 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.

11.2 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.

11.3 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 either a pass or a badge. This pass or 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. This will have to be monitored extremely closely by the Learning Support Team and passes and badges will only be given out in exceptional circumstances.

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 at the bottom of 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. To support this, the school will ensure that parents and students clearly understand the sanctions that may be applied, to establish a strong no-phone culture. We will stipulate that the mobile phone is switched off at the bottom of the school

bag; confiscation will be an immediate consequence otherwise. 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 they will contact home.

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 consequences 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/ receive a consequence, 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 consequences 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

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

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 (in line with the DfE's guidance [latest guidance on physical restraint](#)) 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.

Appendices

Appendix 1	Legislation and statutory requirements
Appendix 2	Definitions
Appendix 3	Prohibited Items
Appendix 4	Zero tolerance approach to sexual harassment and sexual violence
Appendix 5	Prevent Bullying
Appendix 6	Indicative Summary of Consequences / Sanctions
Appendix 7	Staged Behaviour System
Appendix 8	School Consequences
Appendix 9	Links with other Policies

Appendix 10	National Contacts
Appendix 11	Home School Agreement

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, 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: 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
- Suspension
- 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 or 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:	Mr Spillane Assistant Headteacher
Date reviewed:	December 2023
Approval by:	Curriculum and Standards Committee
Date approved:	5 December 2023
Review Cycle:	1 year
Date of next Review:	December 2024

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 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 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 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 2023/24 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 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 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.

Appendix 6: Indicative Summary of Consequences (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 - lunchtime – every day (up to 60 minutes)</p> <p>SLT or HOY (any time up to two hours) SLT or HOY Community Service (any time up to two hours)</p>	<p>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</p>
<p>Reflection Room</p> <p>Removal from the main school from 9.15am – 3.35pm in the Reflection Room</p> <p>Parents/carers contacted and asked to come into school for a meeting.</p>	<p>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</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 Reflection Room</p> <p>Persistent high-level disruption and serious non-cooperation</p>
<p>Managed Move / Referral to In Year Fair Access Protocol (IYFAP)</p> <p>Alternative provision on site</p> <p>Alternative provision off site</p>	<p>Failure to learn from a significant number of detentions, Reflection Room and Suspensions</p> <p>Vandalism</p> <p>Continued prejudice related abuse e.g. racism, sexism, homophobia</p> <p>Repeated verbal and physical abuse of students or staff</p> <p>Child-on-child abuse</p> <p>Bringing banned items into school</p> <p>Continued truancy</p> <p>Serious misuse of technology</p> <p>Severe health and safety incident</p>
<p>Permanent Exclusion</p>	<p>Physical violence against students or staff</p> <p>Child on Child Abuse</p> <p>Persistent prejudice related abuse e.g. Racism, Sexism, homophobia</p> <p>Serious misuse of technology</p> <p>Persistent and high impact bullying</p> <p>Repeatedly bringing banned items into school</p> <p>Supplying banned items to other students</p> <p>Severe Health and Safety incident</p> <p>Persistent high-level disruption and serious non-cooperation with senior staff</p>

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

Appendix 8: School 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.

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.

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

Consequence for WTC Session 4 will result in a 15 minute lunchtime detention the following day.

A Reset Removal results in a 30 minute detention that lunchtime if issued in session 1, 2 or 3 that morning. Two Reset Removals in one day will spend the rest of the day in the Reset Room.

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

Students who are removed from session will have to take themselves to the Reset Room. The Reset Room staff member will keep a list and anyone who is removed twice in a day will stay in the Reset Room for the rest of the day.

There should be fewer detentions as refusal to hand over phone and truancy will be placed in the Reset Room rather than receive detentions so all detentions will have 15-minute tariff apart from Reset which will be 30 minute. Staff who have Reset or given a consequence to a student are encouraged to use this detention time opportunity to come to speak to the student in a restorative way.

Students who fail to attend detentions will receive a Reflection Room sanction the following day. PSMs to keep an eye on students who keep getting ER for failed to attend lunchtime and pick them up to take them down.

Report

If a student is repeatedly receiving detentions a Head of Year 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.

Reset Room

The Reset Room is for all students who are removed from sessions, not in correct uniform, persistently truanting or refusing to hand over their mobile phone. * If a student successfully 'resets' they will be allowed to join the next session. If the Reflection Room (prev. Exclusion Room) exceeds capacity - currently six people - then there is also the option of students serving this consequence in the Reset Room.

Students will be put in the Reset Room if:

- they are removed from class
- their uniform is incorrect, and they refuse to remedy this

- they are truanting**
- they refuse to hand their mobile phone over

**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 truants more than one session then they will spend the rest of that day in the Reset Room*

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 and are expected to collect students at the end of the day.

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.

Appendix 9: Links with other policies

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

- Exclusions policy
- Safeguarding policy
- Online Safety 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

Family Lives

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

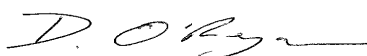
- www.bullying.co.uk
- Helpline: 0808 800 2222
- A registered charity, which contains advice for both parents and students

Appendix 10: Home School Agreement

Home-School Agreement

The school will:

- provide a safe, well-ordered and caring environment in which students are treated with respect
- promote a set of values which supports the ethical and moral development of the 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 students' progress will be discussed
- keep parents/carers informed about school activities through emails and online updates.

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 policy and guidelines for behaviour
- 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
- be aware of the school's policy regarding photographs and videos of students for promotional purposes, and write to the school if I wish my child not to be included
- agree that my child may attend low-risk off-site activities (e.g. sports events) and after-school practices and rehearsals

Signed: Date

Student

I will:

- 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
- treat other students, staff, and visitors with respect, kindness and equity
- complete homework to a high standard and on-time
- join an extra-curricular activity

Signed: Date