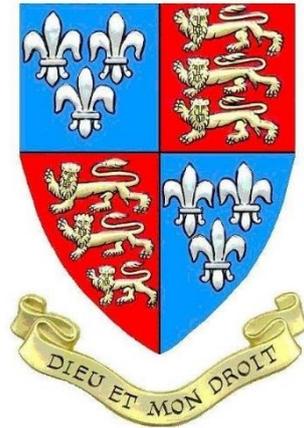


King Edward VI Grammar School



Behaviour Policy

Author: Mr. J. Lascelles
Designation: Principal
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Committee Chair : Sean Chesman
Next review Date : September 2020



Encouraging Excellence Nurturing Talent

King Edward VI Grammar School

School Expectations

“We expect all students, as intelligent and able individuals, to be reflective learners able to moderate their own behaviour thus ensuring that all members of our community can contribute to and benefit from the wide range of opportunities that exist here”

Students can become excellent members of the school community by:

Having **I**ntegrity...*they*

- are trustworthy, strive to set the highest standards and lead by example
- consider and reflect in open minded way on the views of others
- are friendly and show consideration for other people’s feelings
- speak in a respectful way never using racist, sexist or homophobic terms
- support and promote the school in its day to day work, and in the local community

Being **R**eflective...*they*

- listen to, and learn from others around them
- think about their learning in an honest and self-critical way
- set themselves ambitious but realistic targets
- monitor their progress towards their goals

Being **D**etermined...*they*

- maintain a high level of effort and self-belief
- take on challenges and learn from both success and failure
- work just outside of their comfort zone
- do not worry about making mistakes

Taking **I**nitiative...*they*

- are actively engaged rather than passively accepting
- research information and solve problems themselves
- engage in a variety of extra-curricular activities

Being **O**rganised...*they*

- present themselves professionally
- prepare thoroughly and arrive ready to learn
- organise and manage time effectively
- use a range of independent learning habits

The Behaviour Policy

Aims and Context

At King Edward's we expect all students and staff to follow and be guided by the schools expectations set out above. The school's expectations, approach, policy and procedure are guided by the unique context of life in a high achieving Grammar School: where appropriate, and relevant this approach is informed by the current DfE guidance.

Application:

This policy and its code of expectation, and school procedures shall apply to all students while:

- in school
- involved in -site school activities
- on the way to or from school
- while in school uniform and therefore identifiable as members of the school.

The policy and school procedures may also be applied where out of school behaviour, including inappropriate online conduct, could have repercussions on the orderly running of the school, pose a threat to a student or member of the public or could adversely affect the reputation of the school.

Roles and Responsibilities:

Governors will monitor the school's implementation of the policy, and its approach to behaviour through Governors' meetings; their 'link visits' to the school; pupil and parental questionnaires, and the review of any relevant anonymised data relating to behaviour captured via the school information management system.

Senior Management will ensure that internal procedures are put in place for pupils and staff and that these are communicated to all stakeholders via the normal methods but also via the publication of an annual handbook for parents/pupils, and an annual pastoral handbook for staff: this will include appropriate training as required and identified through the school's annual Quality Assurance, Self-Evaluation, and Performance Management processes.

All staff, including support staff, are responsible for ensuring this policy is followed rigorously with a consistent and fair approach at all times. They are expected to take responsibility for their own continuing development and to seek and accept support where this is needed so that by working together we can consistently achieve the aims of this policy.

Students are expected to take responsibility for their own actions, for the moderation of their behaviour, and are expected to set the highest possible standards at all times. Students have a duty to ensure that any acts of violence or bullying are reported for the good of the whole community. They can ask for help at any time from their form tutor, Head of Year or any other member of staff they feel comfortable talking to.

Parents/Carers on accepting a place for their child, will fully support the implementation of this policy by King Edward's staff both inside and outside of school, and are responsible for policing their son/daughter's online activities. They will encourage and support their child to understand and meet the high standards and expectations of King Edward's whilst they are a member of our school community.

Communication should be pro-active by all stakeholders. The school publishes an annual Parent/Pupil Handbook and this includes details of the schools behaviour procedures. The student planner also contains details of the school rules and behaviour code and procedures. The school encourages early, effective intervention and parents and staff should raise concerns early with the appropriate individuals.

Recognising and Rewarding Success

Success is recognised in the school through a number of different approaches, and is kept under regular review: the school encourages and looks for any and all appropriate methods to reward success, and regularly discusses this with pupils.

Informal recognition

Praise and celebration through Year Group assemblies; the Headmaster's St James' Assemblies; showing work to the Head of Department, Head of Year, Director of School, Deputy Head or Headmaster.

Formal recognition

Letter, e mail or phone call home to parents; certificates; tea and biscuits with the Headmaster; annual Headmaster Key Stage Celebration Evenings; Awards Evenings (Academic; Arts; Sports); Departmental awards or certificates. At the end of each main term all achievement points are be entered into a draw with monetary prizes for each year group.

Students will be awarded achievement points for positive behaviours that go beyond what would be expected. These are recorded electronically in SIMS, which parents can view by logging into SIMS Learning Gateway (SLG). Achievements are accumulated through the SIMS Achievement Module

Year 7 & 8: Certificates every 10 Achievement points.
10 = Bronze; 20 = Silver; 30 = Gold; 40 = Platinum;
50 = Achievement Badge.
These will be handed out in assemblies or during tutor time.
There will be an end of year draw with money/voucher prizes.

Year 9/10/11: Certificates as above but given out in Tutor time, St James's Church, Assemblies and various prizes at the end of the year.

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Sixth Form: All achievements count towards the production of the final reference for UCAS.

Shaping behaviour poor behaviour by adopting an informal positive approach

The school aims to continue its positive approach to behaviour by ensuring that a balance is struck between the imposition of sanctions and the moderation of poor behaviour. There are a number of strategies the school may take depending upon the underlying cause however they fall broadly into the informal and formal approaches outlined below: the list is not exhaustive, nor hierarchical but for illustrative purposes only and the school reserves the right to use a wide variety of approaches depending on the issue and the context.

Informal approaches most likely carried out by the tutor, Head of Year or other designated teacher:

- Coaching by one of the school's qualified coaches
- Counselling by the schools Emotional Behaviour Support Counsellor
- Mentoring either peer to peer or teacher to pupil

Formal approaches might include:

- Individual Learning Plan - focused on learning issues and how to better improve learning and engagement in the classroom.
- Referral to external agencies where learning needs or some form of psychological assessment is deemed necessary.
- Pastoral Support Programme - a formal process of reviewing behaviours with a wide range of parties - parents; agencies; pupil; SEND team etc.

Sanctions

The tables below set out the relationship between the school's sanctions and our use of associated pastoral interventions.

Appealing

Where a matter has not been resolved satisfactorily parents should contact the relevant Director of School. If parents are still unhappy then they should contact the Headmaster directly who will formally investigate and review the matter.

Linked Policies/Procedures/Review

The Parent and Pupil Handbook is reviewed and updated annually with KEVIGS day to day procedures, regulations and rules and is available to view or download from the school website.

In addition the school's website contains the full range of linked behaviour policies including anti-bullying; child protection; digital communications and mobile devices policy; drugs policy; exclusion policy; safeguarding; physical handling and care. All policies and procedures are kept under active review and updated annually where it is appropriate to do so.

The schools pastoral procedures and regulations are reviewed annually and published in the Parent and Pupil Handbook available on the school website.



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Appendix A Behavioural Interventions Table

Wherever possible the school seeks to use a positive, and educational approach to behaviour management where conversations, both formal and informal are at the heart of realising our ethos of “nurturing...and...encouraging”. All the members of our community are expected to engage with that ethos as the first line in correcting inappropriate or misguided behaviour; explaining, supporting, coaching, modelling, coaxing are the types of approach we should all adopt to help bring about the desired behavioural change.

The table below is offered as a guide to help inform the professional judgement of all colleagues: an holistic approach of pastoral and behavioural interventions should be used.

Level	Type of Behaviour	Pastoral Intervention	Behavioural Sanction
1	Low level disruption in lessons or low level minor disruption around school, and or breaches of general school rules/expectations.	<ul style="list-style-type: none"> • Tutor conversations/phone call to parents • Discussion with student about behaviour • Verbal agreement of targets for improvement • Identification of any other factors underlying behaviour 	<ul style="list-style-type: none"> • Comments recorded on SIMS • Community service • Teacher/Tutor detention
2	Repeated incidents of the above; more serious disruption to either lessons or to individuals outside of lesson time or other forms of anti-social behaviour.	<ul style="list-style-type: none"> • Tutor/Teacher/Peer Mentoring • Parental conversation by phone or e mail • Report Card/IEP or other form of recording and monitoring of behaviour on individual record • Regular review to identify improvements 	<ul style="list-style-type: none"> • Behaviour points on SIMS • Community service • Teacher/Tutor 30 minute lunchtime detention • Friday afternoon school detention • Suspended internal exclusion
3	Serious anti-social behaviour, intimidation or physical assault, fighting or other forms of behaviour or repeated behaviour that impact on the smooth running of the school or represent a serious breach of the school rules or expectations	<ul style="list-style-type: none"> • Parental Behavioural Review Meeting • Peer Mentoring or mentoring by Middle Leader • Counselling as appropriate • Pastoral Support Plan • Appropriate BOSS referral to agencies for screening • Director of School to coordinate arrangements. 	<ul style="list-style-type: none"> • Letter to parents summarising pastoral and behavioural sanctions and targets for improvement. • Internal exclusion • Suspended external exclusion
4	Repeated incidents of the above despite previous sanctions and/or a serious incident resulting in injury. Bringing the school into disrepute. Accumulation.	<ul style="list-style-type: none"> • As for Level 3 but involvement of Headmaster • Mentoring with member of SLT • Parental Review Meeting with Headmaster to consider future options at KEVIGS and targets for improvement. 	<ul style="list-style-type: none"> • External exclusion • Alternative curriculum provision/reduced timetable arrangements • Suspended permanent exclusion
5	Severe anti-social behaviour or breaches of the school rules or expectations towards staff, students, members of the public, or visitors/guests of the school. Bringing the school into serious disrepute. Accumulation.	<ul style="list-style-type: none"> • Headmaster to be involved from the outset to coordinate pastoral response with Directors of School; parents, student, and other outside agencies. 	<ul style="list-style-type: none"> • Home School Agreement for reduced timetable arrangements or alternative curriculum provision • Managed Move • Permanent Exclusion



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Appendix B Sanctions Table Details

Wherever possible the school seeks to use a positive, and educational approach to behaviour management where conversations, both formal and informal are at the heart of realising our ethos of “nurturing...and...encouraging”. All the members of our community are expected to engage with that ethos as the first line in correcting inappropriate or misguided behaviour; explaining, supporting, coaching, modelling, coaxing are the types of approach we should all adopt to help bring about the desired behavioural change.

The table below is offered as a guide to help inform the professional judgement of all colleagues: an holistic approach of pastoral and behavioural interventions should be used.

Sanction	Typically used for	Arrangements
Teacher/Tutor Detention	Level 1 or Level 2	Teacher or tutor to arrange individual detentions – lunch/break time or removal of other privileges. Parental contact via phone, text or e mail.
Community Service	Level 1 or Level 2	Either departmental community service OR whole school community service in liaison with the site team e.g. litter picking etc. Parental contact via phone, text or e mail.
Middle Leader Lunchtime Detention	Level 1 or Level 2	Lunchtime detention arranged with middle leader either HOY or HOD. Letter home to parents, and kept on student file.
Senior Leader/Friday Detention	Level 2 or Level 3	Director of School Friday afternoon detention 4:00-5:00; 48 hours’ notice required; parental meeting, and letter home confirming targets for improvement; record kept on student file.
Suspended Internal Exclusion	Level 2 or Level 3	Director of School & HOY agree suspended internal exclusion following parental meeting; parental letter home confirming arrangements suspended exclusion will be added to next sanction if a further breach occurs.
Internal Exclusion	Level 3	Director of School internal exclusion following parental meeting; letter home confirming arrangements and targets for improvement.
Suspended External Exclusion	Level 3	Director of School & Headmaster agree suspended external exclusion following parental meeting; parental letter home confirming arrangements suspended exclusion will be added to next sanction if a further breach occurs.
External Exclusion	Level 4	Headmaster & Director of School agree external exclusion, following parental meeting; letter home confirming arrangements and targets for improvement. County standard notice and letters to be sent.
Alternative Curriculum Provision	Level 4 or Level 5	Headmaster implements alternative curriculum provision for fixed period of time in conjunction with intensive pastoral support plan to help bring about rapid improvement in behaviour.
Reduced Timetable Arrangements	Level 4 or Level 5	Headmaster and parents agree Home School Agreement for fixed period of time on a reduced timetable and/or alternative curriculum arrangements in conjunction with intensive pastoral support plan to help bring about rapid improvement in behaviour and avoid managed move OR permanent exclusion.
Managed Move	Level 5	Headmaster liaises with parents, alternative schools and identifies alternative provision. Arrangements carried out under either external exclusion, alternative curriculum or reduced timetable provision.
Permanent Exclusion	Level 5	Headmaster issues 5 day fixed term exclusion to provide time for reflection prior to making the decision to Permanently Exclude. Parents have right of review via Governors Pupil Disciplinary Committee.



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Appendix C

Evidence Gathering and Interviewing Pupils

The following applies to the investigating of serious incidents and breaches of the school behaviour policy, where exclusion either internal or external is a possibility.

The Legal Framework “in loco parentis”

The school will investigate incidents that occur in the interests of natural justice and with the teachers acting in their legal capacity of ‘loco parentis’ and with a consideration of their duty of care to all students. This legal capacity gives teachers the legal powers to act in their capacity as a reasonable parent, and also gives them the responsibility and legal status of an “appropriate adult”. In investigating all cases the school aims to uphold the concept of natural justice; that is fairness and the avoidance of bias.

Achieving Natural Justice

In order to achieve the principles of natural justice student *and* staff statements are expected to be used as an integral part of investigating incidents in school. Statements should ideally be of such a standard that they demonstrate the professionalism of the staff this includes the following principles, and applies to serious incidents that may lead to internal or external exclusion:

- The interviewing process should aim to achieve the principles of natural justice and fairness.
- Teachers are reminded that they are acting in their legal capacity “in loco parentis” and act with the same legal authority and status as a parent or appropriate adult.
- The legal standard of proof required in a school setting as set out by the DfE is to prove something “*on the balance of probabilities*” this is a lower standard than the criminal requirement of “*beyond a reasonable doubt*” and merely requires the school to be satisfied that it is “*more likely than not*” that something occurred.
- Wherever *possible and practical* interviews should be conducted with another member of staff present [*either teaching or support*] and should ensure that both genders are represented.
- The interviewer/s should be impartial and have not been involved in the incident or be the subject of the incident.
- The perpetrator, victim and witnesses must make their statements separately as it results in an objective investigation and the question of collusion is negated.
- All written statements must be attributed signed and dated using the schools pro-forma interview sheets.
- Wherever possible photographs of physical evidence should be taken e.g. damage to property or injury to individuals.