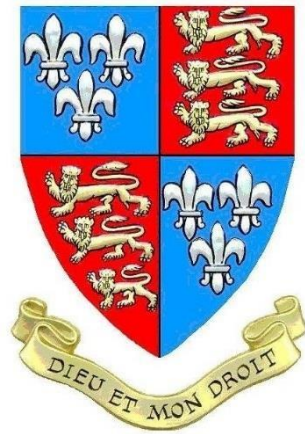


# King Edward VI Grammar School



## Behaviour Policy



*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.

**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 member of staff:**

- Coaching by one of the school's qualified coaches
- Counselling by the KEVIGS counselling services
- Mentoring either peer to peer or teacher to pupil
- KPMG enrolment in KEVIGS Practical Mentoring Group

**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 school's pastoral procedures and regulations are reviewed annually and are available on the school website.*

## Behavioural Interventions Table

Wherever possible the school seeks to use a positive and restorative 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: a 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"> <li>• Discussion with student about behaviour</li> <li>• Verbal agreement of targets for improvement</li> <li>• Identification of any other factors underlying behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Comments recorded (internally) on SIMS</li> <li>• Community service</li> <li>• Departmental/Enrichment Detention (see table below)</li> </ul>
2	Repeated incidents of the above (this includes individual students receiving 10 or more comments within a single term); more serious disruption to either lessons or to individuals outside of lesson time, other forms of anti-social behaviour and casual acts of hate and discrimination (including but not limited to racist, sexist and homophobic/transphobic comments).	<ul style="list-style-type: none"> <li>• Tutor/Teacher/Peer Mentoring</li> <li>• Parental conversation by phone or e mail</li> <li>• Report Card/KEVIGS PSP or other form of recording and monitoring of behaviour on individual record</li> <li>• Regular review to identify improvements</li> <li>• HOY to coordinate arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• HOY Detention = After-School (45min)</li> <li>• HOY parental communication</li> <li>• Suspended internal exclusion</li> </ul>
3	Allegations of sexual comments and remarks, serious anti-social behaviour, abusive and repeated acts of hate and discrimination (including but not limited to homophobic/transphobic, racist and sexist comments), vandalism, 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"> <li>• Parental Behavioural Review Meeting</li> <li>• Peer Mentoring or mentoring by Middle Leader</li> <li>• Counselling as appropriate</li> <li>• Lincolnshire Ladder Pastoral Support Plan (PSP)</li> <li>• Deputy Head (Pastoral) and/or Deputy Head (Inclusion &amp; Intervention) to coordinate arrangements.</li> <li>• Appropriate BOSS referral for external support</li> </ul>	<ul style="list-style-type: none"> <li>• SLT Detention = After-School (60min)</li> <li>• Letter to parents summarising pastoral and behavioural sanctions and targets for improvement.</li> <li>• Internal exclusion</li> <li>• Suspended external exclusion</li> </ul>
4	Allegations of Sexual Violence and Sexual Harassment between children. Repeated incidents of the above despite previous sanctions and/or a serious incident resulting in injury, intimidation, and humiliation. Bringing the school into disrepute. Accumulation.	<ul style="list-style-type: none"> <li>• As for Level 3 but involvement of Head Teacher</li> <li>• Appropriate BOSS referral for external support</li> <li>• Mentoring with member of SLT</li> <li>• Parental Review Meeting with Head Teacher to consider future options at KEVIGS and targets for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• External exclusion*</li> <li>• Alternative curriculum provision/reduced timetable arrangements</li> <li>• Suspended permanent exclusion</li> </ul>
5	Severe anti-social behaviour, breaches of the school rules or expectations towards staff, students, members of the public, or visitors/guests of the school. On the balance of probabilities, Sexual Violence and Sexual Harassment has occurred between children. Bringing the school into serious disrepute. Accumulation.	<ul style="list-style-type: none"> <li>• Head Teacher to be involved from the outset to coordinate pastoral response with Deputy Head (Pastoral); parents, student, and other outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Home School Agreement for reduced timetable arrangements or alternative curriculum provision</li> <li>• Managed Move</li> <li>• Permanent Exclusion*</li> </ul>

\*Further details about exclusions can be found in the school's separate Exclusions Policy on the school's website

\*\*Further details about racist, sexist and homophobic/transphobic comments can be found in Appendix 1 of school's Behaviour Policy.

## Sanctions Table Details

Wherever possible the school seeks to use a positive and restorative 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: a holistic approach of pastoral and behavioural interventions should be used.

Sanction	Typically used for	Arrangements
<b>Community Service</b>	<b>Level 1 or Level 2</b>	Either departmental community service OR whole school community service in liaison with the site team e.g. litter picking
<b>Departmental/Enrichment Detention</b>	<b>Level 1 or Level 2</b>	2 or more subject comments during a 10-lesson period = Departmental or Enrichment Detention 3 x comments for any L1 behaviour = Behaviour Point and Enrichment Detention issued by the Tutor.
<b>HOY Detention</b>	<b>Level 2</b>	3x Lunchtime Detentions during a single term or Serious disruption = HOY Detention (After-school: 3.45-4.30pm). Parental contact via SIMS Parent App, phone, text or e-mail. 1 week notice required & HOY parental communication.
		Repeated incidents of L2 (including 10 or more comments within a single term); more serious disruption either to lessons or to individuals outside of lesson time or other forms of anti-social behaviour = HOY Detention (After-school: 3.45-4.30pm). 1 week notice required & HOY parental communication.
<b>SLT Detention</b>	<b>Level 3</b>	Third Lunchtime Detention or serious behaviour breach. SLT Detention (After-school: 3.45-4.45pm). 1 week notice required; parental meeting, and letter home confirming targets for improvement; record kept on student file.
<b>Suspended Internal Exclusion</b>	<b>Level 2 or Level 3</b>	Deputy Head (Pastoral) & 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.
<b>Internal Exclusion</b>	<b>Level 3</b>	Deputy Head (Pastoral) to coordinate internal exclusion following parental meeting; letter home confirming arrangements and targets for improvement.
<b>Suspended External Exclusion*</b>	<b>Level 3</b>	Head Teacher & Deputy Head (Pastoral) 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.
<b>External Exclusion*</b>	<b>Level 4</b>	Head Teacher & Deputy Head (Pastoral) agree external exclusion, following parental meeting; letter home confirming arrangements and targets for improvement. County standard notice and letters to be sent.
<b>Alternative Curriculum Provision</b>	<b>Level 4 or Level 5</b>	Head Teacher implements alternative curriculum provision for fixed period of time in conjunction with intensive pastoral support plan to help bring about rapid improvement in behaviour.
<b>Reduced Timetable Arrangements</b>	<b>Level 4 or Level 5</b>	Head Teacher 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.
<b>Managed Move</b>	<b>Level 5</b>	Head Teacher liaises with parents, alternative schools and identifies alternative provision. Arrangements carried out under either external exclusion, alternative curriculum or reduced timetable provision.
<b>Permanent Exclusion*</b>	<b>Level 5</b>	Head Teacher 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.

\*Further details about exclusions can be found in the school's separate Exclusions Policy on the school's website



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## King Edward VI Grammar School

### 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*”.



## **What is meant by Sexual Violence and Sexual Harassment between children?**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. KEVIGS will aim to support these students to access their education and get the correct specialist support, working in partnership with the police and children's services.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in school. Sanctions will be applied in accordance with our behaviour policy

## **What is the definition of Sexual Violence?**

For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

## **What is Consent?**

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

## **What is Sexual Harassment?**

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.