



KING EDWARD VI  
GRAMMAR SCHOOL  
ESTABLISHED 1551

# Behaviour Principles Written Statement

This Behaviour Principles Written Statement outlines the core principles that underpin King Edward VI Grammar School's approach to behaviour management. It is designed to foster a safe, respectful, and supportive learning environment where all students can thrive academically, socially, and emotionally. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. This statement is aligned with the school's vision to provide an academically ambitious education that supports the holistic development of all our students, who will become resilient learners who contribute positively to society. It adheres to the latest guidance from the Department for Education (DfE), including the "Behaviour in Schools" guidance (September 2022), and reflects the school's commitment to the OFSTED inspection framework.

The following principles guide our approach to behaviour:

- **High Expectations:** We maintain high expectations for Students' conduct and behaviour, which are consistently and fairly applied.
- **Positive Relationships:** We foster positive relationships between staff, Students, and parents based on mutual respect, trust, and open communication.
- **Clear and Consistent Boundaries:** We establish clear and consistent boundaries for acceptable behaviour, which are communicated effectively to all members of the school community.
- **Fairness and Equity:** We ensure that all students, staff and visitors are treated fairly and equitably, with consideration given to individual needs and circumstances, including those with SEND.
- **Promoting Self-Discipline:** We promote self-discipline and personal responsibility, encouraging Students to take ownership of their behaviour and make positive choices.
- **Preventing Bullying:** We are committed to preventing all forms of bullying, including cyberbullying, prejudice-based bullying, and discriminatory bullying.
- **Restorative Approaches:** We use restorative approaches to address conflict and repair harm, focusing on repairing relationships and promoting understanding.
- **Inclusive Environment:** We create an inclusive environment where diversity is celebrated, and all students and staff feel valued and respected.
- **Safety and Wellbeing:** We prioritise the safety and wellbeing of all Students, ensuring that the school is a safe and supportive place to learn.

King Edward VI Grammar School expects all Students to:

- Attend school regularly and punctually.

- Behave respectfully towards all members of the school community.
- Follow instructions from staff members.
- Take responsibility for their actions.
- Respect the school environment and property.
- Refrain from any form of bullying, harassment, or discrimination.
- Use appropriate language and behaviour online and offline.
- Complete all tasks reasonably assigned to them in connection with their education.

The school promotes positive behaviour through:

- **A Positive School Culture:** Creating a welcoming and supportive environment where students and staff feel valued and respected.
- **Explicit Teaching of Behaviour:** Teaching students about expected behaviours and the importance of making positive choices.
- **Positive Reinforcement:** Recognising and rewarding students for demonstrating positive behaviour.
- **Role Modelling:** Staff members modelling positive behaviour in their interactions with Students and colleagues.
- **Student Voice:** Providing opportunities for students to share their views and contribute to the development of school policies and practices through School Parliament
- **Extracurricular Activities:** Offering a wide range of extracurricular activities to engage Students and promote their personal development (e.g., choir, orchestra, Duke of Edinburgh's Award, drone club, astronomy club).
- **Prefect System:** Providing leadership opportunities for Sixth Form Students through the prefect system.

The school encourages students and staff to follow the School Values:



The school addresses inappropriate behaviour through a graduated response, which may include:

- **Verbal Warning:** A verbal reminder of expected behaviour.
- **Detention:** A period of time spent completing assigned tasks under supervision.
- **Loss of Privileges:** Temporary removal of privileges, such as participation in extracurricular activities.

- **Parent/Carer Contact:** Communication with parents/carers to discuss behaviour concerns and develop a collaborative plan.
- **Referral to Senior Staff:** Referral to a senior staff member for more serious or persistent behaviour issues.
- **Internal Exclusion:** Temporary removal from the classroom to a designated area within the school.
- **Fixed-Term Exclusion:** Temporary removal from the school for a specified period.
- **Permanent Exclusion:** Permanent removal from the school (used only as a last resort and in accordance with DfE guidance).

As part of our behaviour curriculum, we also want to enable students to understand and learn when some behaviours are not appropriate and give them the opportunity to rectify their choices, therefore we include education alongside sanctions. Families and carers are involved in the handling of behaviour incidents

All sanctions will be applied fairly, consistently, and proportionately, taking into account individual circumstances and needs. The school will follow its Exclusion Policy when considering fixed-term or permanent exclusion.

The school recognises that Students with SEND may require additional support to meet the school's behaviour expectations. The school will work closely with parents/carers, the SENDCO, and other professionals to develop individualised behaviour support plans for Students with SEND. These plans will outline specific strategies to support the student's behaviour and address any underlying needs.

This written statement of behaviour principles is reviewed and approved by the Every Child Matters Committee annually.