



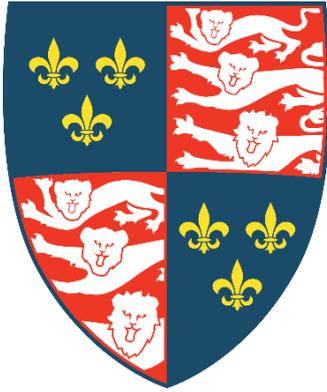
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Version	Date	Comments	Author
1	September 2024		L. Reeve
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Signed		Date
<b>Headteacher</b>	S Cassidy	2025
<b>Chair of Trustees</b>	R Maltman	2025



KING EDWARD VI  
GRAMMAR SCHOOL  
ESTABLISHED 1551

# School Expectations, Praise & Behaviour Policy

**King Edward VI Grammar School**  
**Headteacher: Mrs Sam Cassidy**  
**Deputy Head (Pastoral & Inclusion): Mrs Laura Reeve**  
**Chair of Governors: Mr Rob Maltman**

**Review Date: September 2025**  
**Review Date: September 2026**

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

## **Aims and Context**

At King Edward's we expect all students and staff to follow and be guided by the schools expectations set out in this policy. The school's expectations, approach, policy and procedures are guided by the unique context of life in a high achieving Grammar School and aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and reward students who achieve these
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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

- in school
- involved in off-site school activities such as trips and visits
- on the way to or from school
- while in school uniform
- in any other way identifiable as a student of our school where the reputation of the school could be adversely affected

The policy and school procedures may also be applied where 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 adversely affect the reputation of the school.

## **Roles and Responsibilities:**

### **The Governing Board**

King Edward VI Trust Board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through Governors' meetings; their 'link visits' to the school; student and parental questionnaires, and the review of any relevant anonymised data relating to behaviour captured via the school information management system.
- Holding the headteacher to account for its implementation

### **The headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### **All staff**

KEVIGS values and expectations will be nurtured and modelled by all staff. Staff can reinforce the behaviour curriculum in every interaction they have with students by:

- Modelling what positive relationships look like, in their interactions with all members of the school community
- Creating a calm and safe environment for students
- Acknowledging and praising behaviour that meets the expected standard
- Giving children clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
- Implementing the behaviour policy clearly and consistently with a range of strategies, using praise, sanctions and rewards
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents promptly on SIMS/EduLink One.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and Carers**

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.

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's tutor promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Students**

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 Key Stage or any other member of staff they feel comfortable talking to and reporting via the Whisper App.

Students will be made aware of the following during their induction into the school and the start of each academic year as a minimum:

- The school's key rules and routines
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy as a member of the school community
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be taught explicitly and regularly reminded about our behaviour curriculum through the tutor programme, assemblies and RSHE. They will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

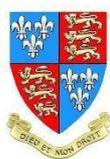
Any children who join mid-term will be given information about the behaviour system and their understanding of this will be monitored by Head of Key Stage and Pastoral Assistants.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum, such as those students with SEND.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Any concerns will be logged on our safeguarding system; Safeguard My School. Please refer to our Child Protection and Safeguarding Policy for more information.

## King Edward VI Grammar School



Holistic, Academic Education

### ***Vision Statement***

KEVIGS aims to provide an education that is **academically ambitious** which supports the **holistic development** of all our students who will become **resilient learners** that contribute positively to society.

### **Mission Statement**

At KEVIGS the curriculum is broad and balanced and develops excellent subject and procedural knowledge. We will ensure all students ***know and remember*** more knowledge and skills that can then be applied to larger concepts. Through the robust ***checking of understanding*** and ongoing feedback we will ***meet the needs of all our students*** allowing them to make excellent progress and build the foundations for a life-long love of learning.

## King Edward VI Grammar School



Holistic, Academic Education

### 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:*



#### **R – Resilience**

Bouncing back from setbacks and staying strong through challenges.



#### **E – Equality**

Valuing and treating everyone fairly and with dignity.



#### **S – Service**

Helping others and contributing positively to your community.

#### **P – Participation**

Getting involved, staying engaged, and being an active learner.



#### **E – Excellence**

Striving to do your best in all areas of school and life.



#### **C – Creativity**

Thinking outside the box and expressing yourself in original ways.



#### **T – Teamwork**

Working cooperatively and respectfully with others to achieve shared goals

### Students are expected to:

- Behave in an orderly and self-controlled way,
- Avoiding behaving in a way that brings the school into disrepute, including when outside school or online. Accept sanctions when given
- Show respect to members of staff and each other
  - Move quietly and sensibly around the school and treat the school buildings and school property with respect, including putting all litter in bins.
- Wear the correct uniform at all times – see Uniform Policy.

### Timekeeping

- Arrive in your tutor room by 8.50am. If you arrive late after 8:50am you must sign in at either Main Reception or the 'Late Gate' on the footpath between Foundation House and C3.
- If you need to leave School during the day, your parent/guardian should inform school by emailing absences, ringing reception or a written note. This will be recorded on the register for teachers to be aware of. You must be collected from Reception by an adult.
- Never leave the school site without permission.

### Lessons and homework

- Always be on time to lessons and wait in an appropriate manner.
- In class, make it possible for all students to learn and be respectful of contributions made by your peers to the lesson.
  - Arrive at your lesson with all of your equipment.
  - Follow instructions given by your teachers.
  - Always work to the best of my ability and ask for help if I am unsure about anything.
  - Hand homework in promptly. Any issues should be communicated early to the teacher who has set the work.

### Use of digital devices

- Whilst on school mobile phone and ear pod/ear buds/headphones will be: **'Never used, seen or heard'**, otherwise they will be confiscated. See the Mobile Phone Policy for the full guidance.
- Do **not** take photographs/videos of people without their permission and do not post photographs on the internet without parental permission of the person/s concerned.
- Devices should only be used when & how you are instructed to by your teacher in lessons and should only ever connect to the school Wi-Fi. Hotspotting is not allowed.
- Direct messaging, use of social media & games are not permitted at any time

### Personal Health & Safety

- Smoking, vaping (and associated paraphernalia) and alcohol are not allowed on school site
- The school has a zero-tolerance policy with respect to illegal substances.
- You must not bring in any banned items from the list, including chewing gum, energy drinks and offensive weapons (or replicas). Please see the banned items list for further guidance.
- The buying and selling of any articles is not permitted on site.

### Possessions

- Keep valuables on your person at all times.
- All students can have a locker and should use this to lock your books or other personal effects in.
- You are **solely** responsible for your possessions on the school site. The school accepts no responsibility for the loss or theft of any personal items left unattended - this includes coats, bags, any electronic equipment e.g learning devices, mobile phones; laptops etc. as all of these are brought into school at the owners own risk.

## Behaviour for Learning

All staff are responsible for setting the tone and context for positive behaviour within the school. All staff will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which will include:
  - Greeting students at the start of lessons
  - Establishing and maintaining clear routines in classrooms, creating a predictable environment
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour and use the rewards system to reinforce this
  - Always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed and consider what support could be offered to a student to help them to meet behaviour standards in the future.
  - Concluding the lesson positively and starting the next lesson/day afresh

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## Recognising & 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 students.

### Achievement Points

Students will be awarded achievement points for positive behaviours, effort and attitude, all linked through our school values; we acknowledge students when they demonstrate and enact them:

	<b>Resilience</b>	Bouncing back from setbacks and staying strong through challenges.	<ul style="list-style-type: none"> <li>★ Positive Attitude in Class</li> <li>★ Excellent response to teacher feedback</li> <li>★ Being reflective</li> <li>★ Being determined</li> </ul>
	<b>Equality</b>	Valuing and treating everyone fairly and with dignity.	<ul style="list-style-type: none"> <li>★ Valuing and treating someone fairly and with dignity</li> <li>★ Act of Kindness</li> </ul>
	<b>Service</b>	Helping others and contributing positively to your community	<ul style="list-style-type: none"> <li>★ Positive attitude in class</li> <li>★ Leading a school event</li> <li>★ Community Service</li> <li>★ Representation in an out of school activity/event</li> </ul>

	<b>Participation</b>	Getting involved, staying engaged, and being an active learner	<ul style="list-style-type: none"> <li>★ Improvement in effort/achievement</li> <li>★ Engagement in GCSEPod</li> <li>★ Taking part in a School event</li> <li>★ Positive Contribution in class</li> <li>★ Regular attendance at extra-curricular activities</li> </ul>
	<b>Excellence</b>	Striving to do your best in all areas of school and life.	<ul style="list-style-type: none"> <li>★ Academic Achievement</li> <li>★ Excellent Test Results</li> <li>★ Excellent Effort</li> <li>★ Exemplary Behaviour</li> </ul>
	<b>Creativity</b>	Thinking outside the box and expressing yourself in original ways.	<ul style="list-style-type: none"> <li>★ Demonstrating Thinking Skills</li> <li>★ Showing initiative</li> <li>★ Thinking outside the box and expressing yourself in an original way</li> </ul>
	<b>Teamwork</b>	Working cooperatively and respectfully with others to achieve shared goals	<ul style="list-style-type: none"> <li>★ Cooperate working with others</li> <li>★ Working well as part of a team</li> </ul>

Achievement Points are recorded electronically by school staff and parents and students can view by logging into the Edulink One App. The [Rewards Table in the Appendix](#) identifies the informal and formal recognition and awards.

## Behaviour Incidents

Behaviour Incidents are behaviours which do not meet our expectations. They are logged on SIMS and can be seen by parents and students in their SIMS Apps.

Our behaviour curriculum aims to have high expectations of behaviour, whilst also supporting students to learn from behaviour incidents. The [Behaviour Intervention Table in the Appendix](#) includes a series of levels and the type of behaviours which could be expected, increasing in severity from 1-5 and possible pastoral support interventions and sanctions. These can include:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed in the students' own time e.g at home, or break/lunchtime
- Detention at lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility, representing the school
- Communication home to parents/carers
- Removal of the student from the classroom
- School-based community service, such as tidying a classroom or area of school
- Referring the student to a senior member of staff
- Putting a student on a Report Card
- Placing a student on a Pastoral Support Plan (PSP) - a formal process of reviewing behaviours with a wide range of parties - parents; agencies; student; SEND team etc. This follows The Lincolnshire Ladder of Behavioural Intervention.
- Agreeing a behaviour contract
- Suspension

- Short-Term Off-site direction
- Permanent exclusion, in the most serious of circumstances

At King Edward's we have the following types of Behaviour Incidents:

**'Zero Points':** We understand everyone is human and sometimes mistakes can be made. We want to support our students to learn from their mistakes and therefore allow second chances on some predefined occasions. We log the following on SIMS/EduLink One with a 'zero point':

1 <sup>st</sup> homework missing in a half term	Homework is incomplete by the date given or not brought to the required lesson.
1 <sup>st</sup> piece of equipment missing in a half term	Student does not have the necessary items they need to learn. This can include exercise books, text books and other subject specific equipment.
Unsettled behaviour this lesson	When a student's behaviour does not meet our expectations in a lesson, after the staff has: <ul style="list-style-type: none"> <li>• Checked-in with the student to ensure they understand the task in the lesson and re-explained what they are required to do.</li> <li>• Given a Verbal Warning and reminded them of our expectations regarding not disrupting the learning of others.</li> </ul>
1 <sup>st</sup> Uniform Infringement in a half term	Uniform does not meet the uniform policy. If this involves the wearing of restricted items such as hoodies or jewellery, the item will be confiscated immediately and held at Main Reception.
1 <sup>st</sup> Mobile Phone Confiscation	The first time a mobile phone or related equipment is seen, used or heard it will be immediately confiscated and taken to Student Reception for collection at end of the day. Student is required to hand in next day as well. See <a href="#">Mobile Phone Policy</a> for further information.

A repeated 'zero point' incident within the same subject within a half term will result in a Behaviour Incident and Detention being given. Further escalation up the levels on the Departmental Behaviour Ladder will be used if required. Repeated uniform infringements will result in a Uniform Report for a period of time and if necessary imposed amendments to the student's uniform.

Zero Points are monitored weekly by the tutors and Key Stage Teams and support given to the students as necessary.

**Misbehaviour:** Immediate Behaviour Incidents and Detentions are given for breaches of the schools expectations. The level of sanction can differ depending on the incident and guidance is given on the Behaviour Intervention Table. The types of behaviour incidents are identified below with explanations and examples given to support the consistent understanding of these across the school community:

<u>Behaviour Type</u>	<u>Definition/Examples</u>
Rudeness to others	including verbal abuse, swearing, disrespect, answering back, non-verbal disrespect (e.g eye rolling), unkind words
Defiance	<p><b>Continued behaviours despite a verbal warning</b> being given. These could include:</p> <ul style="list-style-type: none"> <li>• not following instructions given</li> <li>• lack of effort in classwork/task set, inadequate classwork</li> <li>• refusing a seating plan</li> <li>• not listening</li> <li>• continuity to talk at inappropriate time</li> <li>• not attempting work</li> <li>• maintaining a negative/poor attitude</li> </ul>
Exam Malpractice	Any act or practice which is a breach of the regulations that apply to the test, exam or assessment being taken. For example, copying another students work, plagiarism, talking during exam conditions.
Missed detention	<p>If a student is in school and forgets or misses a detention, their sanction will be escalated up to the next level and sat at the next available time.</p> <p>If a student is absent on the day, the detention will be ‘rescheduled’ – this does not have a point allocated to it.</p>
Chewing/eating	Student is chewing or eating outside permitted times such as break and lunchtime in the appropriate locations. Chewing Gum is a banned item in school.
Mis-use of Digital Device/Social Media	<p>Includes mobile phones and will also include the following Behaviour Incident as per the escalation levels in the Mobile Phone Policy after a ‘zero point’ incident has been logged.</p> <ul style="list-style-type: none"> <li>- 2<sup>nd</sup> Confiscation of Mobile Phone/Term</li> <li>- 3<sup>rd</sup> Confiscation of Mobile Phone/Term</li> <li>- Repeated Confiscation of Mobile Phone/Term</li> </ul>
Late to Lessons	<p>Being late to lessons or registration* by over 2minutes.</p> <p>Repeated lateness to school and/or lessons will result in a student being placed on Late Report and may require giving back the time in Friday after school detentions.</p> <p>*lateness due to bus transport issues excluded</p>
Out of Lesson Incident (OOL)	<p>Including break and lunchtimes, lesson transitions and journeys to and from school. They will be given for behaviour that doesn’t meet the following:</p> <ul style="list-style-type: none"> <li>• No pushing/queue jumping</li> <li>• Be polite and respectful to staff and others</li> <li>• No litter dropping/food/water throwing</li> <li>• No food outside the canteen except lollies, drinks and cookies</li> <li>• No congregating in the toilets for long periods of time</li> <li>• No playfighting - “hands off!” policy</li> </ul> <p><i>We will give after school detentions for 3+ OOLs in a week</i></p>

	<ul style="list-style-type: none"> <li>Defiance of any kind will result in an 'Out of Lesson' incident being recorded.</li> </ul>
Uniform Infringement (includes jewellery and make up)	Repeated incidents when a student's appearance doesn't meet the Uniform Expectations. This will result in a Uniform Report and possible enforced adjustments to the student's uniform.
Non-completion homework	Given after receiving a 'zero point' in the current half term for 1 <sup>st</sup> homework missing offence in a certain subject.
Lack of Organisation	includes not having necessary equipment, books etc. Given after receiving a 'zero point' in the current half term for 1 <sup>st</sup> organisational issue in a certain subject.

All behaviour incidents are monitored by the tutors and Key Stage Teams and support given to the students as necessary. Additional reflection time is given to students for a build of up behaviour incidents across the full academic year at the following levels:

10+ Behaviour Incidents	Pastoral Support Meeting with the student and a member of the Pastoral Team to reflect, identify areas of concern and support strategies moving forward with regular check-ins and monitoring.
20+ Behaviour Incidents	D3 Middle Leader After School Detention plus pastoral support interventions
30+ Behaviour Incidents	D4 Deputy Head After School Detention plus L3 pastoral support interventions
Further Behaviour incidents will result in Headteacher involvement, Suspensions and Exclusions as deemed necessary and be classed as Accumulation of Poor Behaviour.	

**Serious misbehaviours** – these are more often than not very serious or 'one-off' incidents, with sanctions and pastoral support interventions which sit at a minimum of Level 3 on the Behaviour Intervention Table.

<b>Behaviour Type</b>	<b>Definition/Examples</b>
Bullying	repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power. <b>See Anti-Bullying Policy.</b>
Persistent Disruption	If poor behaviour choices continue AFTER a Defiance behaviour incident has been given and HOD involvement/SLT On Call is required. See <a href="#">Staff Response for Misbehaviour in Lessons.</a>
Racism	Prejudice, discrimination, or antagonism against a person or people on the basis of their membership of a particular racial or ethnic group. Can be verbal, written, physical or online)
Harmful Sexualised Behaviour (HSB)	Unwanted conduct of a sexual nature, such as: Sexual comments, misogynistic comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, online

(includes sexual harassment, misogyny and sexual violence)	sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.  N.B: Sexual violence: rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
Discriminatory comments/actions	Including homophobic comments/actions
Vandalism	Damage to school or another person's property. Includes incidents of arson.
Theft	Taking or removing another person's possessions without permission.
Physical assault/Fighting with another student	This includes students who retaliate with physical contact.
Truancing	Being absent from school, including missing individual lessons, without permission, on and off site.
Intimidation	Intimidatory, threatening or aggressive behaviour towards a member of the school community.
Smoking/Vaping	Including possessing Tobacco or Cigarettes and papers and associated paraphernalia / E-cigarettes or vaping items and associated paraphernalia
Possession of any prohibited items	These include: Knives, weapons, alcohol, Illegal drugs, stolen items, fireworks, pornographic images, laser pointers, chewing gum, energy drinks. See <a href="#">Prohibited Items Guidance in the Appendix</a> for further information

Serious behaviour incidents can result in suspensions both internal and external and as a last resort Permanent Exclusion. Further details about suspension & exclusions can be found in the school's separate Suspensions and Exclusions Policy on the school's website and the [DfE Guidance from September 2023](#)

### Appealing

Where a matter has not been resolved satisfactorily parents should contact the relevant Head of Key Stage. If parents are still unhappy then they should refer to the Headteacher and/or refer to the Complaints Policy found on the school website.

## Behaviour Expectations and SEND

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND) or mental health issue.

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the student concerned. Our approach may include examples such as:

- Allowing 'time out' for a short movement break or to go to a safe space such as the SEND Department when feeling overwhelmed
- Allowing a student to use a fidget toy or wear headphones as agreed through their Student Profile.
- Adjusting seating plans to support a student with visual, hearing, sensory or other areas of need
- Adjusting uniform requirements for a student with sensory issues or medical issues.
- Training for staff in understanding conditions such as Autism and ADHD
- Use of one of our sensory rooms where students can regulate their emotions during a moment of sensory overload
- Providing equipment for children who struggle with memory and organisation
- Providing a visual timetable showing what is happening now and what is coming next and making sure any changes are communicated in advance

Patterns of challenging behaviour by children who are not on the SEND register, will be raised as a concern to the SEND Team for investigation into unmet or unidentified SEND or mental health issues using the school's SEND Concern Form or via the KESH Team Meetings.

Children who have an identified SEND will be supported with their behaviour through the graduated approach of assess, plan, do, review. The SENDCO, Head of Learning Support and staff, together with any specialists, and involving the child's parents, will consider a range of evidence and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child's progress. Outcomes to be achieved through the support will be agreed, including a date by which progress will be reviewed.

Where a child continues to experience difficulties, despite evidence-based support and interventions, we may involve the following external agencies and plan support programmes for the student:

- Educational Psychologist

- Healthy Minds (Lincolnshire) or Young Minds Matter/Navigo (North East Lincolnshire)
- Specialist teachers
- Lincolnshire's Pupil Reintegration Team and/or Behaviour Outreach Support Service (BOSS)

We will continue to work with parents/carers to create the plan and review it on a regular basis. This may involve considering whether a request to the local authority for an Education Health and Care Plan Assessment would be suitable.

For Students with an Education, Health and Care (EHC) plan, the provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

## **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **Digital and Online Misbehaviour**

The school can issue behaviour sanctions to pupils for any digital or online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

In certain circumstances staff can ensure photographs/videos taken without permission are deleted from devices. Safeguarding procedures will be followed for inappropriate/unlawful images.

## **Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **Harmful Sexualised Behaviours between Children**

The school will ensure that all incidents of harmful sexualised behaviour, including sexual harassment and/or violence between children are met with a suitable response, and never ignored. All incidents will be proportionate, considered and supportive and decided on a case-by-case basis, accessing and working with external agencies as required.

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.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be directly to a member of staff they trust or via the Whisper App.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

For further information please refer to our Child Protection and Safeguarding Policy and our dedicated Harmful Sexualised Behaviour, Sexual Harassment and Sexual Violence Procedures.

## **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 consider whether to 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 consider whether to 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 (LADO), where relevant) will consider whether the student who made the allegation is in need of 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 and/or our policy for Allegations against Staff for further information.

## Evidence Gathering and Interviewing Students

*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*".

## Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force 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 on Safeguard My School and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

# Appendices

- ❖ [King Edward VI Grammar School Rewards Table](#)
  
- ❖ [King Edward VI Grammar School Behaviour Intervention Table](#)
  
- ❖ **Staff Response to Misbehaviour**
  - [Staff Response to Misbehaviour in Lessons](#)
  
  - [Departmental Supporting Behaviour for Learning Ladder](#)
  
  - [Head of Key Stage Behaviour Process Flowchart](#)
  
- ❖ [Mobile Phone Policy](#)
  
- ❖ [Prohibited Items Guidance](#)
  
- ❖ [Searching & Confiscating Guidance](#)
  
- ❖ [Home-School Agreement](#)



# King Edward VI Grammar School Rewards Table



<u>Class Teachers / Support Staff</u>	<u>Head of Departments</u>	<u>Tutors</u>	<u>Head of Key Stage/Director of Student Intervention</u>	<u>Senior Leadership Team</u>
<ul style="list-style-type: none"> <li>• Verbal praise in lessons</li> <li>• Raffle tickets with a weekly raffle draw</li> <li>• Staffs personal mini prizes (subject to staff choice)</li> <li>• Awarding achievement points linking to the school values</li> <li>• Marvellous Monday, Terrific Tuesday, Wow Wednesday, Thrilling Thursday and Fabulous Friday messages sent home via EduLink.</li> <li>• Letter, email, postcard or phone calls home.</li> <li>• Termly (Christmas, Easter, Summer) subject nominations to HoD's</li> <li>• Showing work to HoDs, HoKS, DOSI, Deputy Head or Headteacher</li> <li>• Achievement certificates</li> </ul>	<ul style="list-style-type: none"> <li>• HoD certificates / postcards / emails home</li> <li>• Verbal praise</li> <li>• Awarding achievement points on SIMS</li> <li>• Termly (Christmas, Easter, Summer) subject nominations to HoKS.</li> <li>• Department specific praise strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Praise in tutor time e.g. stickers, stamps, verbal etc</li> <li>• Progress review well done</li> <li>• Awarding achievement points on SIMS</li> <li>• Letter, email or phone call home</li> <li>• Verbal praise</li> <li>• Calls/ emails home</li> <li>• Certificate for 50 achievement points</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Calls/ emails home</li> <li>• Award achievement points</li> <li>• Weekly postcard emailed home for students with most achievement points per tutor group.</li> <li>• Certificate for 100 achievement points</li> <li>• Half termly – Breakfast mornings</li> <li>• Book of Excellence</li> <li>• Termly celebration assemblies (Christmas, Easter and Summer).</li> <li>• Zero Heroes</li> <li>• Amazon vouchers</li> <li>• Movie Afternoon</li> <li>• End of the school year Letters of Recognition sent to parents</li> <li>• End of year rewards** (e.g bouncy castles, trips etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate for 150 achievement points.</li> <li>• Certificate and pin Badge for 200 achievement points.</li> <li>• Annual awards evenings.</li> <li>• Head teachers wow wall of selected work.</li> <li>• Whole School Prizegiving</li> </ul>



# King Edward VI Grammar School Behaviour Intervention Table



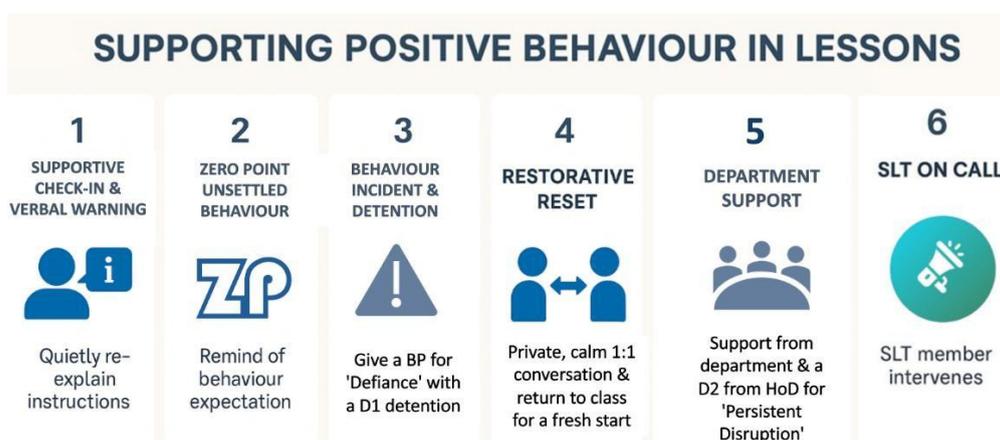
Level	Type of Behaviour	Pastoral Intervention	Behavioural Sanction
<b>1</b>	First offences of <b>missing homework, missing equipment, uniform infringements, chewing/eating</b>	<ul style="list-style-type: none"> <li>Teacher discussion with student about issue</li> <li>Monitoring of comments and support from Form Tutor</li> </ul>	<ul style="list-style-type: none"> <li><b>Zero Point behaviour incident recorded on SIMS</b> (worth 0 points)</li> </ul>
	<b>Defiance of school expectation</b> in lessons or around school, <b>2minutes+ late</b> to registration/lessons <b>Mobile Phone Seen &amp; confiscated</b> <b>Out of Lesson Incident (OOL)</b> Exam Malpractice**	<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><b>Verbal Warning</b></li> <li><b>Behaviour Incident &amp; D1 Lunchtime Detention (20mins)</b></li> <li>Digital Misuse also includes confiscation same day &amp; next</li> <li><b>Community service</b></li> </ul>
<b>2</b>	<b>Repeated incidents of the above</b> , including 10+ comments in a single term, <b>Increments of Behaviour Incidents s</b> reaching 10+, 20+ etc across year <b>Truanting/Accumulation of Lateness to lessons/tutor time</b> <b>Digital Misuse**</b>	<ul style="list-style-type: none"> <li>Tutor/Teacher/Peer Mentoring/KESH Educational Session</li> <li>Parental conversation by phone or e mail</li> <li>Individual Subject Report Card/ Subject Reset</li> <li>Head of Key Stage Behaviour Interventions Process, including full Report Card</li> <li>Attendance procedures to be followed where applicable (see Attendance Policy on website)</li> <li>Regular review to identify improvements with Head of Key Stage</li> </ul>	<ul style="list-style-type: none"> <li><b>Behaviour Incident &amp; D2 Lunchtime Detention (40mins)</b></li> <li><b>Middle Leader D3 Friday After school detention (45mins)</b></li> <li><b>Deferred Internal Suspension</b> [time added if repeated]</li> <li>Digital Misuse – confiscation &amp; collection by parents/daily hand in for a period of weeks as per Mobile Phone Policy</li> <li>Repeated Uniform Infringements – uniform report, meeting with parents, final warning, enforced uniform amendments</li> <li>Accumulation of Lates – Late Report Card, D3 Detention</li> </ul>
	<b>More serious, persistent disruption</b> including severe rudeness to staff, SLT 'on call'** <b>Anti-social behaviour</b> and <i>casual, non-targeted or one-off</i> acts of immature behaviour, hate, and discrimination (including body shaming, racist, sexist and homophobic/transphobic comments), sexualised behaviour/verbal harassment**	<ul style="list-style-type: none"> <li>KEVIGS Behaviour Plan</li> <li>DoSI/DH Report Card</li> <li>Peer Mentoring or mentoring by Middle Leader</li> <li>Wellbeing Support as appropriate</li> <li>Lincolnshire Ladder Pastoral Support Plan (PSP) and Behavioural Review Meeting with Parents</li> <li>Director of Student Intervention/Director of Sixth Form or Deputy Head (Pastoral) to coordinate arrangements.</li> </ul>	<ul style="list-style-type: none"> <li><b>Deputy Head D4 Friday Afterschool Detention (75mins)</b> includes face to face meeting with parents to discuss incident and agree next steps to support school and student.</li> <li><b>Saturday morning Headteacher's D5 Detention inc.</b> meeting with parents: 9am - 12pm and/or deferred internal suspension.</li> <li><b>Internal suspension</b></li> </ul>
<b>3</b>	<b>Serious anti-social behaviour</b> , bullying**, acts of hate and discrimination** (including body shaming, racist, sexist and homophobic/transphobic comments), <b>Vandalism. Intimidation/physical assault</b> incl fighting <b>A serious incident</b> resulting in physical injury, mental trauma and/or humiliation to any member of the school community, incl sexualised behaviour or verbal harassment <i>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</i> <b>Accumulation of Subject Issues</b> including 2x missed Middle Leader After school (D3) detentions	<ul style="list-style-type: none"> <li>As for Level 3 but involvement of Head Teacher</li> <li>Lincolnshire Ladder Pastoral Support Plan (PSP)</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><b>Internal suspension</b></li> <li><b>External Suspension (Fixed Term Exclusion)</b> recorded with Local Authority &amp; DfE.</li> <li><b>Behaviour Contract</b></li> </ul>
	<b>Vaping/Smoking/Drinking</b> and bringing banned items on the school site and/or supply of products, <b>Repeated incidents of the above</b> despite previous sanctions and/or a <b>severe incident</b> above L3 resulting in physical injury, mental trauma and/or humiliation to any member of the school community. <b>Escalation/Accumulation</b> i.e. repetition Bringing the school into disrepute. <b>Theft.</b> <b>Arson.</b>	<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><b>Behaviour Contract</b></li> <li><b>Offsite Direction/Intervention Placement.</b></li> <li><b>Managed Move</b></li> <li><b>Permanent Exclusion</b></li> </ul>
<b>4</b>	<b>Severe anti-social behaviour</b> , bringing banned items onto school site including possession of illegal drugs or weapons, breaches of the school rules or expectations towards staff, students, members of the public, or visitors/guests of the school. <b>Accumulation</b> i.e. repeated behaviours. <b>Allegations of a criminal offence(s).</b> <b>Bringing the school into serious disrepute.</b>		Further information available in Suspension and Exclusion Policy found on website

\*\* the lowest level sanction for such incidents and depending on individual circumstances, context and severity the sanction will be increased.

## Staff Response to Misbehaviour in Lessons

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, when a student's behaviour does not meet our expectations, the staff will do the following:

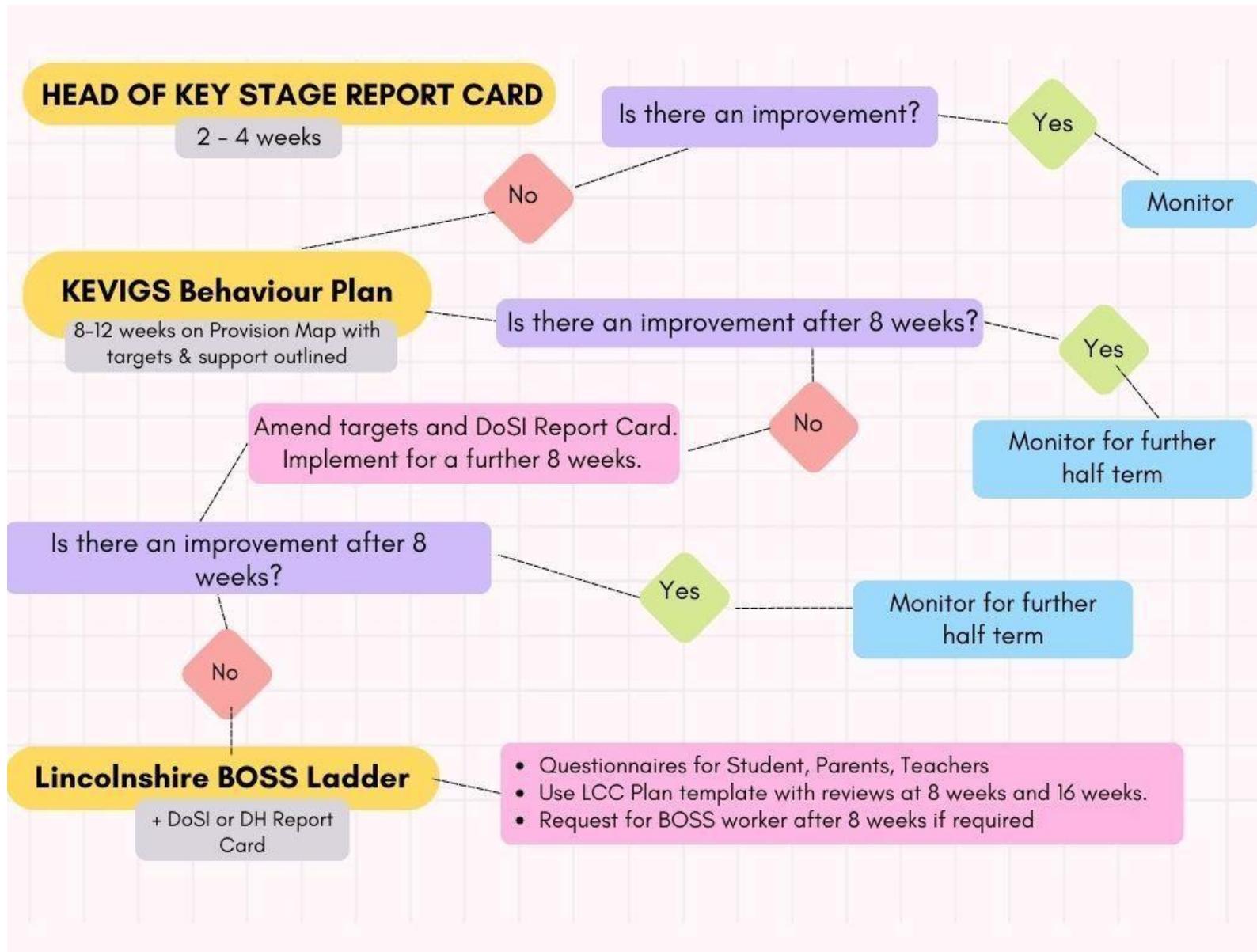
<ol style="list-style-type: none"> <li>1. Check-in with the student to ensure they understand the task in the lesson and re-explain what they are required to do.</li> <li>2. Non-verbal such as eye contact, tap on desk, click of finger etc</li> <li>3. Give a Verbal Warning and remind them of our expectations regarding not disrupting the learning of others. Examples of low-level disruption where verbal warnings may be given include:             <ol style="list-style-type: none"> <li>a. Laughing/giggling inappropriately</li> <li>b. Being off task/not focused on task set</li> <li>c. Shouting out/across the classroom</li> <li>d. Slow to work</li> <li>e. Making inappropriate or silly noises</li> <li>f. Irrelevant conversations with peers or teacher</li> <li>g. Talking over others</li> </ol> </li> <li>4. Physical move in the classroom to a different seat.</li> </ol>	<p><b><u>Supportive Check-in and Verbal Warning</u></b></p>
<p>Should neither of the efforts above where the staff member supports and reminds the student to rectify their behaviour, then the student should be given a behaviour incident and detention under the category 'Defiance'.</p>	<p><b><u>Behaviour Incident/ Detention</u></b></p>
<p>Should the behaviour continue to disrupt lesson and learning of others, the staff member should now offer the opportunity for a restorative reset this can be between the teacher and the student on a 1:1 conversation or with the Head of Department via their departmental escalation plan.</p> <p>The staff member will, while remaining calm, explain to the student what they should be doing at that time in the lesson, without the rest of the class as an audience. The student should return to the lesson.</p>	<p><b><u>Restorative Reset</u></b></p>
<p>Should the student continue to be disruptive, the Department support rota should be utilised.</p> <p>Behaviour type of Persistent Defiance should be given and a straight D2 Middle Leaders Detention Given.</p>	<p><b><u>Department Support</u></b></p>
<p>Should this not be successful in amending the behaviour of the student, then the staff member should utilise the 'SIMS On Call' feature, where a member of SLT on their Support Walk will attend the classroom and speak with the student. They will be either come back into the lesson or go with the SLT member.</p> <p>SLT On Call incident should be recorded on SIMS and sanction given as deemed necessary in discussion with teacher, HOD, Key Stage Lead, SLT.</p>	<p><b><u>SLT On Call</u></b></p>



## Departmental Supporting Behaviour for Learning Ladder

	<u>Sanction</u>	<u>What is it for?</u>	<u>Actions required</u>
1	Teacher 20min Lunchtime Detention (D1) – in the Centralised Detention Room*	1 off incident/defiance or 2 zero points for same thing in half term eg equipment, homework.	Behaviour incident and detention logged on SIMS. Student informed of generalised detention date/time/. <i>Tutors on checking Behaviour Incidents weekly to have supportive conversations with students too and raise any concerning patterns across subjects with HoKS.</i>
	HoD Full lunchtime 40min detention (D2) – within dept by that HoD or in centralised detention room <i>(HoD to confirm to DHP their pref)</i>	Repeated issue or failure to attend teacher detention in a half term. Restorative 1:1 conversation to occur.	Behaviour incident and detention logged on SIMS. Student informed of detention date/time/location. HoD to send letter to parents as pack up required etc. Departmental Support to be implemented. <i>Tutors on checking Behaviour Incidents weekly to have supportive conversations with students too and raise any concerning patterns across subjects with HoY.</i>
2	Middle Leader After school detention (D3) – 45mins	Continued issues to meet expectations with 2x HOD D2 detentions held.	Behaviour incident and detention logged on SIMS. Student informed of detention date/time/location. HoD to communicate with parents to discuss concerns and inform them of sanctions. HoD to inform KESH Admin (JP) who will send written letter.
	Subject report card	Electronic or Paper.	Inform HoKS at this level, CW (Y7/8/9) & LP (Y10-11) to support admin.
3	Subject Reset – time out from current class for a period of lessons. Teacher/HoD/ student/parent discussions for positive reintegration back into lessons. Could include set change etc.	Subject report card has no impact and continued issues within class OR severe incident which requires time/space for a restorative intervention between student/staff member.	Must have time limit, a review and reintegration into lesson plan, work must be set. HOD to inform & discuss with DoSI at this stage.  If not individual subject, DoSI to liaise with HoKS to follow Pastoral Behavioural Interventions Table ALONGSIDE
	D4 After School Detention	Accumulation of subject issues Missed 2x Middle Leader After school detentions	HOD to inform & discuss with DoSI at this stage Letter to be sent to parents for Afterschool detention... through KESH Admin
If this point is reached with little success, DoSI to bring student case to KESH Team Leader Meetings. SLT Afterschool Detention, Headmaster Sat Detentions can be utilised.			Evidence of all stages prior to this must be available on SIMS.
Please use your departmental escalation plan, as well as utilising supportive strategies; SPC concern and intervention levels including wave 1 and wave 2 departmental support strategies, Pupil Premium Funding, SEN Concern Form. Any questions about incidents/time scales/next steps please just ask colleagues/HoD/HoY/DoSI			

## Head of Key Stage Behaviour Process Flowchart



## King Edward VI Grammar School Mobile Phone Policy

This annex to our Behaviour Policy is designed in alignment with the updated guidance from the Department for Education (DfE) in February 2024. In creating and enforcing this policy, it is necessary to comply with the overarching principles set out by the DfE regarding safeguarding and promoting welfare, as well as establishing a consistent approach that is fair, clearly communicated, and well-understood by all members of the school community. The policy should aim to support teaching and learning, promote respect and responsibility, and maintain a safe and focused educational environment.

This policy applies to all students, staff and visitors of King Edward VI Grammar School. It refers specifically to all mobile phones and associated equipment such as ear buds/pods/ headphones. Please note there is specific guidance below on the wearing/use of Smartwatches, use of Learning Devices in the classroom, students with specific needs and specific guidance for staff and visitors.

Whilst on school site, mobile phone and ear pod/ear buds/headphones will be:  
***'Never used, seen or heard'***

We understand and appreciate that students' and their families will want to ensure their safety and wellbeing to and from school, especially if they are required to walk alone or have a prolonged period of time on bus transportation. Therefore, we have chosen to adopt a policy where students can keep possession of their mobile phones and related items under the strict condition they are never used, seen or heard while on school site. The consequences for breaching this policy are outlined further below.

Phones must be switch off and placed at the bottom of their school bag on arrival to the school site, before coming through the gates. They should be left there until they leave the site at the end of the school day.

Should a student or a parent want to make contact with each other during the school day, this should be done through Student or Main Reception only, as per the current policy.

Students can access their timetable through Edulink One, Microsoft Teams or their Outlook Calendar via their Learning Device, or they should go to Student Reception and request a printed paper copy.

### Exceptions and Reasonable Adjustments

#### Smartwatches:

We understand that many students use smartwatches to monitor health, wellbeing and exercise/activity levels, therefore we suggest any students who wear smartwatches place them under 'do not disturb/classroom' settings for the duration of their time on school site. Any use of a smartwatch during the school day, outside of a sports activity/exercise measure, will result in the same consequences for the smart watch as are outlined for mobile phones and related equipment below. This aspect of the policy update will continue to be reviewed.

#### Learning Devices for use in the classroom:

As outlined in the Digital Policy, KEVIGS defines a Learning Device as a device that meets the minimum specifications that aid and enhance learning. These include tablet devices with a 9 inch or larger touch screen, with keyboard and stylus compatibility.

Learning Devices will be used for:

- Accessing Edulink One for timetable, homework, attendance, Achievements and Behaviours and messages.
- Working in Microsoft Teams to access learning resources, assignments and communicate between staff and students, the Assignments tab will be used to set homework assignments and monitor students' progress.
- File storage and sharing using OneDrive, SharePoint and MS Teams for the purpose of collaboration.
- OneNote – students will centralise their notes and ongoing work using OneNote
- E-Book readers such as Boost and Kerboodle to access course textbooks.
- Subscription platforms such as GCSEPod, Unifrog to support and consolidate learning.
- Access video and audio recordings to support learning (only in accordance with the Acceptable user contract)
- Subject specific applications such as, but not limited to GIS in Geography, coding software in Computer Science, and editing software in Media & Photography.
- Interactive learning applications such as Quizlet, ChatGPT, Canva, MS Forms, Microsoft Flip and many more that support learning across all subjects and key stages.

For the purposes above which require sound, students may use ear pod/ear buds/headphones at the discretion of the teacher. Students will no longer be permitted to listen to music in lessons from their mobile phone.

As a reminder, Learning Devices should NOT have non-educative game or social media apps such as Snapchat downloaded onto them.

#### Special Education and Medical Needs/Known Family Needs:

We will make reasonable adjustments for students with SEND or Medical Needs, who for example may use their mobile phone to monitor blood sugar levels for diabetes, or where we support them through known family needs, such as a student being a young carer. These circumstances will be on a case-by-case basis, with adjustments agreed between the student, family and Head of Year. All students with exemptions or reasonable adjustments will be given an exemption card. If you have not already made school aware of these circumstances, please contact the school as soon as possible.

#### School Educational Trips/Visits:

When off site on either a day trip or residential visit, the use of mobile phones and associated equipment will be a discretion of the trip leader, however any misuse of mobile phones, including but not limited to evidence of cyber bullying, inappropriate conversations, videos etc will see the items confiscated until the end of the day or end of the trip. On a residential trip, parents will be informed, and opportunities created for students to maintain contact with home as necessary.

### Sanctions for Non-Compliance

Whenever a mobile phone or related equipment is seen, used or heard it will be immediately confiscated and taken to Student Reception by a member of staff. Parents will be informed, and the incident will be logged with sanctions given as follows:

1 <sup>st</sup> confiscation in a term:	Student can collect from student reception at the end of that day. Student will be required to hand in their phone at student reception the next morning for <b>one day</b> . <i>If this is not done, an automatic D2 Detention will be given.</i>	'Zero Point' logged on the system. Parents informed.
2 <sup>nd</sup> confiscation in a term	Student can collect their phone from student reception at the end of the day. Student will be required to hand their phone in to student reception each morning at student reception for <b>one week</b> . <i>If this is not done, an automatic D3 After school Detention will be given.</i>	Behaviour incident logged with Generalised Friday D1 detention for 20mins. Parents informed.
3 <sup>rd</sup> confiscation in a term	Parental collection of mobile phone /equipment from main reception at a time convenient to them. Student required to hand their phone in to student reception each morning for a period of <b>2 weeks</b> . <i>If this is not done, parental meeting with Head of Year and Mobile Phone Contract.</i>	Behaviour incident with Generalised Friday D2 detention for 40mins.
4 <sup>th</sup> confiscation in a term	Parent collection required from main reception at a time convenient to them. A meeting with Head of Year, parent(s) and students, with completion of Mobile Phone Contract. Phone to be handed in each morning for a <b>whole term (or equivalent number of weeks)</b> .	Behaviour incident and Middle Leaders D3 Friday after school detention.
Further non-compliance with the school's policy, will be classed as an accumulation of defiant behaviour and sit at level 4 of the Behaviour Intervention table with involvement of the Deputy Head Pastoral/Director of Sixth Form and/or Headteacher as deemed necessary.		
If at any point a student refuses to hand over their phone to a member of staff when requested: <ul style="list-style-type: none"> <li>• If in a lesson, staff member to press SIMS On Call button.</li> <li>• If at break/lunchtimes, staff member to take student to reception/inform duty staff member.</li> </ul> The Headteacher or member of SLT will be called and sanction of internal or external suspension will be considered.		
Where a student mis-uses their phone or learning device, it will be taken seriously and dealt with according to our Behaviour and Child Protection policies, as deemed most appropriate. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.		

#### Staff and Visitors:

Staff are reminded to ensure they follow the school's Digital Acceptable Use Agreement. Staff are not allowed to use their mobile phones in the presence of students for personal social media or anything outside of work-related tasks. Staff in school may use their mobile phones for accessing emails when required and messaging tools/phone calls for the purpose of immediate contact with colleagues during the day to ensure the safe running of the school site and to maintain the welfare of students, staff, and visitors. Visitors including volunteers and contractors will follow the guidance given to them as they sign in at Main Reception.

## Appendix: Prohibited Items Guidance

This guidance should be read in conjunction with the above Behaviour Policy, Drugs Policy, Safeguarding Policy

All stakeholders recognise that there are a broad range of items which, if brought into a school by a student, could compromise the health and safety of the individual student and other members of the school community, including students, staff or visitors.

The governing body at King Edwards has a duty under section 175 of the Education Act 2002 to ensure that its functions are carried out with a view to safeguarding and promoting the welfare of children.

### Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- 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 pupil)

For the purpose of this policy:

- The definition of 'Knife' includes any bladed article, such as craft knife, Stanley knife, Swiss army knife, fishing knife, razor, kitchen knife etc. or any bladed item including improvised or self-made items.
- The term 'weapon' refers to any gun, including air rifle, BB gun, toy gun, pellet gun, crossbow, Taser, blow pipe, knuckleduster or any similar item and includes any item made for the purpose of assault or defence including improvised or self-made items.
- Self-made items are those that have been crafted or adapted for the purpose of self-harm, or to threaten others, and include but is not restricted to shards of glass, mirrors, sharpened sticks, pencil sharpener blades, broken rulers.
- Items used offensively refers to routine items (e.g. compass, technology equipment, aerosol, sports bat, pencil) used inappropriately to cause harm distress or intimidation.

This is not an exhaustive list and could include other bladed items, equipment or weapons not specified. The policy is not constrained by the criminal definition of an offensive weapon but refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

For details of the response to, and management of, incidents involving any type of drug/alcohol/tobacco/E-cigarette, please refer to the Drugs Policy

## **Unauthorised items**

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice, there are a number of other items which could cause harm, distress or injury to students or persons or adversely affect good order and discipline of the school community.

King Edwards Trust Board considers the following items are inappropriate and should not be brought into school:-

- Chains
- Catapults
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails, craft blades, Stanley knife etc)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- Aerosol (including deodorant and hair spray)
- E cigarettes
- Stink bombs/smoke bombs/flares
- Solvents
- Chewing gum
- Energy drinks
- Super Glue
- Needles (Syringes if required for medical grounds should be kept in accordance with the students own care plan and the schools own drugs/medical policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium)  
Refer to school own social media policy)
- Rope, cable ties

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

## **Incidents outside of school**

The above items are inappropriate and possession of such items in school, on the journey to and from school, on a school trip or any extra curriculum activity, is unacceptable. The response to any student found with or believed to have possession of such items will be managed in accordance with this policy.

## **Publication and awareness**

This policy will be actively promoted to parents, staff and students by the use of:

- RSHE lessons
- School website
- Assemblies
- Notice boards and social media posts
- Newsletters
- Induction processes for new admissions and with particular regard to midyear admissions

The school maintains a robust and comprehensive risk management of all legitimate items held for the purpose of students' education e.g. craft knives/scissors/kitchen equipment/science equipment/chemicals/tools etc as required. This includes classroom arrangements for maintaining a safe learning environment and for monitoring and checking items.

All dangerous chemicals and equipment held in school will be stored in accordance with the COSHH guidelines including those for educational purpose and for the routine maintenance and cleaning of the school premises.

### **Responding to an incident involving prohibited or unauthorised items**

When considering the consequences of such an event, the headteacher or designated member of staff will thoroughly investigate the circumstances. When considering the appropriate response to any incident involving a banned item, the head teacher will have regard to the reason for the student's actions, the student's own vulnerability, any mitigating factors or history of trauma. The headteacher will also consider any intent to use the item, and any history of intimidating or threatening behaviour from the student.

The following will be considered:

- Motivation and intention
- The specific item
- Student's awareness of the health and safety implications of the item in possession
- The student's own statement and rationale for possession of the item
- Any threats or intimidation made in relation to the item
- Any mitigating circumstance e.g. victim of bullying,
- Perceived or actual threats/intimidation from others towards the student (inside or outside of school)
- Frequency/repeated breaches
- Manipulation/duress of the student by others
- Mental health of the student/history of self-harm
- History of trauma
- Vulnerability of the student
- SEND the student may experience

**The Headteacher will thoroughly assess the response to any such breaches in light of the above and give balanced consideration to safeguarding all staff and students, including the student involved, the impact of the incident on students, members of staff and the wider school community, and the impact on the student of any decision to permanently exclude them from the School.**

# Searching & Confiscation Guidance

All searching or confiscation will be carried out in accordance with the [latest DfE Screening Searching and Confiscations advice 2022](#).

## **Searching a pupil**

Staff can search when there are reasonable grounds for suspecting that a student is in possession of a prohibited item. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker. 'Outer clothing' includes:

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction in line with this behavior policy, ensuring that they are responding to misbehaviour consistently and fairly. If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder. In this situation, the authorised member of staff can use reasonable force to search for any prohibited items identified above but not to search for items that are only identified in the school rules.

### **Strip searches**

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

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

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

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

Should this situation arise and the DSL and/or Headteacher should refer directly to the DfE Guidance and follow the procedures outlined.

### **Searching pupils' possessions**

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

- Desks
- Lockers
- Bags

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

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

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

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system, Safeguard My School and parents will be informed.

In an emergency, a student's belongings can be searched without them or another staff member present.

Any searching of a student will be implemented consistently, proportionately and fairly, in line with the school's policy.

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate

### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

For any items confiscated:

- The item will be confiscated and locked securely in the school office.
- A photograph/photocopy of the confiscated item will be taken, including a scale to illustrate the size.
- The student will be given the opportunity to make a statement concerning their reasons for having this item in school.
- Student will be removed from main school activities, this could include an External Suspension, to give opportunity for the incident to be investigated by the headteacher or a senior member of the school team.
- Parents will be contacted and a meeting with parents will be arranged to discuss the incident and inform the headteacher's deliberations.

### **Consequences**

King Edwards does not tolerate or condone any behaviour which places the individual student, or any other person at risk; a serious breach of the school's behaviour policy will result in a consequence. However, any decision to suspend or permanently exclude the student will be made in line with the latest exclusion legislation. That is, the decision will be rational reasonable, fair and proportionate. The headteacher will always give full consideration to the item and the circumstances of each

incident and consider their safeguarding responsibilities arising from the discovery of a banned item. This could include:

- Consulting with Lincolnshire County Council's Pupil Reintegration Team
- Consider a referral for a restorative conversation or conference
- Complete a risk assessment to inform how the school can support the continuation of the student in the school
- Thoroughly consider the support and interventions school can establish in order to sustain the student in their current school
- Explore a managed move or suspended permanent exclusion

Safeguarding Response on finding a banned item:

- In the event the item has been used to intimidate, threaten or harm others, or there is on the balance of probabilities the belief that the student had intent to threaten distress or intimidate others - then a safeguarding referral will be made and the matter reported to the police. Staff will also meet with the student and family to consider what support or interventions can be implemented to reduce the risk of these behaviours being repeated. However, where the school continues to hold concerns about maintaining the student in their setting, the headteacher will liaise with the Student Reintegration Team and discuss other options.
- Drugs Incident - The headteacher will refer to the school's drugs policy.
- Self-harm Incident - The headteacher, in liaison with student and family, will arrange school-based support and any referral to external agencies.
- Pornographic or Obscene Material or indecent images of children (in any medium) constitutes a safeguarding concern and must be reported to the schools safeguarding lead in accordance with the school's own safeguarding arrangements.
- Extremist Material - Any racist or extremist/material will result in a safeguarding referral to the LA, in accordance with their Prevent duties. The school will also establish internal interventions and support to address these concerns with the student and the wider school community.
- If the item confiscated was for the purpose of bravado or perceived self-protection, school will liaise with the family and young person and will give full consideration as to the feasibility of establishing internal school interventions and a management plan to provide support to the student. Referrals to appropriate support agencies will be considered.
- School will always consider a multiagency approach to addressing wider needs, including completing an Early Help Assessment.

Following a thorough investigation the Head teacher will consider the appropriate response which could include one or a combination of:

- Letter home
- Family/school meeting
- Pastoral Support Plan with school-based support and Interventions
- School-based sanctions
- A period of internal isolation
- Amended timetable
- Restrictions on movement around school site

- Detentions
- Loss of privileges
- Fixed Term exclusion
- Managed Move
- Changing classes or teaching groups
- Restorative conversation
- Formal restorative conference
- Behaviour contract
- Referral to external support
- Implementation of risk assessment in school
- Work with student on positive choices/risky behaviours

The headteacher will consider all above options to minimise further breaches and to support the student's continuation in the school/academy. However, any decision made to permanently exclude the student will be in line with the latest DfE Suspension and Exclusion Guidance:

**'Permanent Exclusion should only be used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school'**



# Home/School Agreement

**I/We, the parent/guardian, will:**

- a. See that my son/daughter goes to School regularly, on time and properly equipped
- b. Make the School aware of any concerns or problems that might affect my son's/daughter's work or behaviour
- c. Support the School's policies and guidelines, including behaviour and uniform rules and Online Safety
- d. Support my son/daughter in homework and other opportunities for home-learning
- e. Attend parents' evenings and discussions about my son's/daughter's progress
- f. Get to know about my son's/daughter's life at the School

**Signature(s)** ..... ..

**The School will:**

- a. Try to develop enquiring minds with the ability to question and argue sensibly
- b. Care for your son's/daughter's safety and well-being
- c. Try to ensure that your son/daughter achieves his/her full potential as a valued member of the School community
- d. Provide a balanced curriculum and meet the individual needs of your son/daughter
- e. Set, mark and monitor homework
- f. Help your child to achieve high standards of work and behaviour through building good relationships, developing self-discipline and encouraging students to have a sense of responsibility for their own learning
- g. Keep you informed about your son's/daughter's progress
- h. Be open and welcoming and keep you informed about School activities through the website, regular newsletters and notices

Signed

Headteacher

**I, the student, will:**

- a. Attend School, and all lessons, regularly and on time
- b. Follow the School's rules and policies and bring all the equipment I need every day
- c. Wear the School uniform correctly and be tidy in appearance
- d. Do all my classwork and homework as well as I can
- e. Be polite and helpful to others and follow the School's Expectations
- f. Take good care of the School's facilities and keep the School free from litter and graffiti

Signature .....

Student Name: ..... Date Agreed: .....

Tutor Group: .....