

KING EDWARD'S SCHOOL  
POLICY DOCUMENT

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## KES BEHAVIOUR POLICY

### Principles

Pupils at KES are expected to behave in a disciplined, polite and responsible way at all times, being tolerant, caring and respectful towards others. Certain specific rules are published in our "Rights and Responsibilities" document.

Any act which is illegal, which causes damage, or which offends or affronts others will not be accepted. Pupils' behaviour off the premises should always reflect well on the School and their family, and this policy applies when pupils are in uniform or taking part in off-site activities. The 2016 DfE guidance 'Behaviour and Discipline in Schools' notes that 'teachers have the power to discipline pupils for misbehaviour outside of the school premises "to such an extent as is reasonable".'

Subject to the School's Behaviour Policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any School-organised or School-related activity
  - travelling to or from School
  - wearing School uniform
  - in some other way identifiable as a pupil at the School
  
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the School
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the School

In all cases of misbehaviour, the teacher may only discipline the pupil when on School premises (or elsewhere when the pupil is under the control of the teacher).

We seek to create a safe, caring and secure learning environment by promoting good behaviour, self-discipline, proper regard for authority and positive relationships based on mutual respect. Promoting the emotional well-being of all of our pupils is key to their development. We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

We have a clear set of values and standards, which are to be upheld and demonstrated throughout all aspects of school life. We will ensure fairness of treatment for all.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world. We aim to create an environment in which tolerance for others is emphasised. We will ensure there is a consistency of response to both positive and negative behaviour.

King Edward's school does not use corporal punishment. Physical restraint will only be used in the exceptional circumstances where it becomes necessary to restrain a pupil for their own protection or others' safety. This will be appropriately recorded and reported to the Headmaster and parents. Any physical restraint used will comply with DfE and LEA guidance. (See appendix for information)

### **Roles and Responsibilities**

**All Staff**, including teachers and operational staff, are responsible for ensuring that this policy and procedures are followed, and that they are consistently and fairly applied.

Teaching staff also have responsibility for creating a high-quality learning environment, teaching and modelling high standards of behaviour, leading by example and implementing the agreed policy and procedures consistently.

**Parents** are expected to take responsibility for the behaviour of their child both inside and outside the school. They are expected to work in partnership with the school and to assist the school in maintaining high standards of behaviour, supporting decisions taken by the School with regard to the imposition of any sanction for unacceptable behaviour. Parents are encouraged to contact the school if they have any concerns over matters of discipline.

**Pupils** are expected to take initiative and accept responsibility for their own behaviour and progress.

The School encourages and promotes 'acceptable behaviour' at all times: this can be defined as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, teachers, operational staff and visitors.

Unacceptable behaviour is identified as that which includes rudeness, verbal, physical or sexual abuse, the use of threatening language or behaviour, theft, damage to the premises, bullying and harassment, including that of a sexual nature, and other anti-social activities which undermine the good order of the school and the learning environment.

Pupils are expected to respectfully co-exist in the spirit of learning from each other and enjoying each other's company: bullying, including cyberbullying; sexual violence and harassment; physical abuse; up-skirting; the sharing of youth produced sexual imagery; and any form of intimidation are never acceptable. None of these should be misunderstood or dismissed as an inevitable part of growing up, and such behaviours will never be normalised or tolerated at King Edward's School.

Pupils are also expected to conform to normal expectations in the classroom. Pupils must arrive at lessons on time, bring the correct equipment to each lesson, keep a record of their homework, meet deadlines, and present their work in an acceptable manner. They are also expected to engage sensibly with their teachers in class; persistent low-level disruption will not be tolerated.

All pupils are expected to obey the School Rules (Rights and Responsibilities), a copy of which is issued with the parent contract and is also published on the VLE. Pupils are also expected to adhere to the E-safety, Anti-bullying, and the Health and Safety policies, the contents of which are regularly highlighted to pupils.

They are made fully aware of procedures and behaviour expectations through Assemblies, PSHE, form time and other published material such as the School Rules (Rights and Responsibilities), E-safety and Anti-bullying policies. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them in PSHE lessons, tutor time and via the Pupil Forums, which meet regularly.

### **Procedures**

It is important that there is a consistent framework both for dealing with reward and sanction. Pupils must receive appropriate recognition and encouragement for good work and behaviour, as well as rebuke and possibly punishment for poor work or for inappropriate behaviour. In all cases, it is important that the response from the School is **proportionate** to the behaviour concerned. We use SIMS to log behaviour, academic, organisation, uniform, and achievement REFERRALS so that patterns can be identified and followed up.

Members of staff **MUST** inform pupils when referrals are given, and it would be usual for this to be discussed with the pupil either formally or informally by the subject teacher.

### **Referral Types**

#### **1. Achievement Referrals**

Where a pupil demonstrates significant effort, progress, achievement, or contribution inside or outside the classroom, an achievement referral can be logged through SIMS.

The form tutor will monitor achievement referrals and should dedicate time during form time to praise and congratulate pupils for any achievements that week.

Other forms of reward which are not yet tracked electronically, currently include: Sector or Departmental Commendation: these are awarded by Heads of Sector or Department after a review of a term; Headmaster's Commendation: subject teachers can recommend a pupil to the Headmaster to receive commendations for a particularly high level of achievement in their work.

Further formal procedures for reward include the award of Colours for sporting and non-sporting extra-curricular activities, the award of Prizes in the annual Prizegiving, annual Sports awards; scholarships and special talent awards on entry to Y7 and both Scholarships and Exhibitioners on entry to Year 12.

## **2. Behaviour Referrals**

If a pupils behaviour falls below the expected standards whether inside or outside class, a behaviour referral will be logged through SIMS.

The pupil and their parents will be alerted by email if they have received three behavioural referrals within a half term. When a pupil accumulates five behavioural referrals during a half term, they will normally receive a 40-minute Behaviour Detention, held after school on a Thursday. A further five behavioural referrals will trigger an 80-minute Behaviour Detention; a further five behavioural referrals within one half term would lead to a Headmaster's detention.

In addition to Behaviour Detentions being issued for an accrual of behavioural referrals, they may also be issued for behaviour that on its own reaches the threshold for an after-school sanction.

In all cases where a Behaviour Detention has been issued, the Head of Year/Head of Sector will discuss the sanction with the pupil and where appropriate, make contact home too.

Pupils will be provided with a reflective task to complete or directed towards a specific academic task. Parents and the pupil will be notified by email confirming the reason for the Behaviour Detention from the Deputy Head (Pastoral) and the date it is to be served.

Should a pupil fail to attend a Behaviour Detention, the Head of Sector will meet with the pupil and make the necessary arrangements to transfer the details on to the next detention list unless there are no mitigating circumstances. If this is the case, an increased level of sanction may be issued.

## **3. Academic Referrals**

If a pupil fails to hand in work to the specified deadline or produces work below the expected standard or quantity, an academic referral will be logged through SIMS. A deadline for the outstanding work should be included.

The pupil and their parents will be alerted by email if they have received three academic referrals within a half term. When a pupil accumulates five academic referrals during a half term, they will normally receive a 40-minute Work Support session, held after school on a Tuesday. A further five academic referrals will trigger an 80-minute Work Support session; a further five academic referrals within one half term would lead to a Headmaster's detention.

In addition to Work Support sessions being issued for an accrual of academic referrals, a pupil may be asked to attend the session to support them to complete a specific academic task that is overdue or if it is felt that regular supervised study is in the pupil's best interest.

In all cases where a pupil is asked to attend Work Support, the Head of Year/Head of Sector will discuss this with the pupil and where appropriate, make contact home too.

#### **4. Organisation Referrals**

If a pupil fails to bring the required equipment to class, or demonstrates poor organisation with regards their academic work, an organisation referral can be logged through SIMS.

The Form Tutor and Head of Year will monitor any trends and decide on what action needs to be taken to support the pupil moving forward.

#### **5. Uniform Referrals**

If a pupil fails to follow the uniform guidelines, a uniform referral can be logged through SIMS.

The Form Tutor and Head of Year will monitor any trends and decide on what action needs to be taken to support the pupil moving forward.

### **Sanctions Overview**

If a decision is made to issue a sanction, they must be seen to be fair and consistently applied and should always be proportionate to the offence: group punishments should, as a rule, be avoided.

In line with Safeguarding guidelines and the range of sanctions available to staff as set out below, it should be noted that disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. The Headmaster may consider taking appropriate disciplinary action against the pupil, or the police may be asked to consider whether any action might be appropriate against the person responsible for the allegation if he/she was not a pupil.

Nevertheless, in applying sanctions, especially those with serious consequences, we undertake to make reasonable adjustments to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's

Safeguarding and Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and the Head of Year/Sector will discuss concerns with the pupil's parents accordingly.

Type of sanction	Its use	Who may apply it
Behaviour Detention (40-minutes or 80-minutes)	These are issued when pupils accrue five/ten behaviour referrals within one half term or for more serious breaches of discipline around the school	Head of Year/Head of Sector.
Work Support (40-minutes or 80-minutes)	These are issued when pupils accrue five/ten academic referrals within one half term or for more serious breaches of academic expectations	Head of Year/Head of Sector
Headmaster's Detention	A Headmaster's Detention are issued when pupils accrue fifteen behaviour/academic referrals within one half term or for serious breaches of discipline around the school.	Heads of Sector in consultation with the Deputy Head Pastoral
Internal suspension*	This usually takes place to allow for an investigation of an incident.	Heads of Sector in consultation with the Deputy Head Pastoral
External suspension (fixed period exclusion)*	In serious cases, including the repetition of previously punished behaviours, a pupil may be suspended from school for a fixed period. Parents will always be contacted before a suspended pupil is sent home.	Head, Second Master or Deputy Head
Exclusion*	In very serious cases a pupil may be permanently excluded from school	Head

\* The most serious misconduct may result in suspension, exclusion or removal from the school. Please refer to the Exclusion Policy for further details. A parent who is dissatisfied with a decision to exclude a pupil may appeal the decision using the Complaints and Exclusion Policy.

### **Monitoring referrals and progress**

It is important that referrals for achievement and behaviour are viewed and tracked by the Tutor, Head of Year/Sector, Head of Department and appropriate follow-up given. Subsequently there is an expectation that the tutor is the first person to respond to a referral with a pupil. A referral is not a punishment in itself and should not be treated as such. It is how we communicate and track the achievements, behaviour and progress of our pupils.

## 1. Tutors

Tutors in all sectors are expected to view referrals during registration using current procedures (i.e. from “My Favourite Reports” section on the tutor’s homepage). For referrals that will need some follow-up from the tutor, conversations with pupils must occur tactfully and diplomatically – it may be after the group has left the room, or in another venue.

Guidance for follow up by Tutor	Action
Tutors should be looking for a pattern of behaviour, trends such as poor organisation, lack of concentration in lessons, lack of respect to peers or staff.	<ul style="list-style-type: none"> <li>• Discuss behaviour with pupil and make them aware of the number of referrals they have received.</li> <li>• Continuation of any pattern or genuine concern – refer to Head of Year or Senior Tutor.</li> <li>• Contact with parents may be required but Tutor/Head of Year will need to liaise on this first, and a recording of any phone or other interview must be made with pupil filing included.</li> </ul>
Behaviour/academic/organisation/uniform of pupils who have been flagged up within the sectors	<ul style="list-style-type: none"> <li>• For the monitoring cases tutor engage with pupil about latest referral and contact Head of Year/Senior Tutor</li> <li>• The parents of these cases will need keeping in the loop.</li> </ul>
If repeated referrals about other “vulnerable” pupils e.g. SEN, medical	<ul style="list-style-type: none"> <li>• Involve Head of Year/Senior Tutor who then may then contact our Head of Learning Support (SENCO), School Nurse or parents.</li> </ul>
Referral regarding a serious incident	<ul style="list-style-type: none"> <li>• Refer to Head of Year/Senior Tutor/Head of Sector for further discussion and action.</li> </ul>

## 2. Heads of Department

Heads of Department should also be tracking pupils who are underachieving in their subject, and providing the necessary support (such as extra sessions for pupils who are struggling). Heads of Department should be monitoring the referrals sent by colleagues



within their department. Most issues of an academic nature can be dealt with by the Department through conversation with the pupil, a Work Support session or contact with parents. Form Tutors and Heads of Year are responsible for identifying any issues extending beyond any single department and for discussing these with subject staff. There will already be regular discussions during departmental meetings regarding pupils of concern and the tracking of referrals and other performance data should inform these discussions. A record of the meeting should be kept by the Head of Department.

<b>Guidelines for follow up by subject teacher / Head of Department</b>	<b>Action</b>
Issues of poor academic work	<ul style="list-style-type: none"> <li>• Issue a referral.</li> <li>• Discuss with pupil and offer extra support, as appropriate.</li> <li>• Continuation of any pattern or genuine concern – refer to Head of Department.</li> <li>• Contact with parents may be required but subject teacher/Head of Department will need to liaise with Form Tutor on this first, and a recording of any phone or other interview must be made with pupil filing included.</li> </ul>
Issues of poor behaviour in lessons	<ul style="list-style-type: none"> <li>• Issue a referral.</li> <li>• Consider an underlying issue related to poor understanding of the work or lack of confidence in ability to do the work/overly high expectations of own ability or what is expected.</li> <li>• Continuation of any pattern or genuine concern – refer to Head of Department.</li> <li>• Continuation of any pattern or genuine concern - discuss with Form Tutor to ensure that there is no underlying pastoral issue.</li> </ul>
Referral regarding a serious incident	<ul style="list-style-type: none"> <li>• Refer to Head of Department/Form Tutor/ Head of Year for further discussion and action.</li> </ul>

Heads of Department will also want to establish guidelines for the awarding of achievement referrals so as to ensure consistency of reward within the department. This will form part of the rewards and sanctions guidance within the departmental handbook.

### 3. Heads of Year/Senior Tutors/Heads of Sector

The Sector management teams support tutors by viewing and tracking referrals. In their fortnightly meeting, one of the standing items should be to analyse all the referrals over the two-week period – looking for patterns in behaviour, monitoring pupils who have caused some concern from previous checks and/or reports, pupils with SEN. From these meetings, the Head of Year/Senior Tutors/Heads of Sector will discuss any concerns with the tutor, and ensure that an action plan for follow-up is implemented, monitored and recorded. Where a pupil has accrued 4, 8 or 12 behaviour/academic referrals within a half term, a sanction will be issued. Heads of Year/Senior Tutors/Heads of Sector will also be monitoring achievement referrals.

### **References**

References, which include questions on behaviour, are sought when pupils transfer from other schools, and a safeguarding letter (which includes reference to serious behaviour issues) is sent to the schools of all new joiners.

### **Complaints**

We hope that parents will not feel the need to complain about the operation of our Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure can be found on our website. We will send you copies on request.

## Appendices

### **Appendix 1 – Use of Reasonable Force**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform a senior member of staff (e.g., Deputy Head (Pastoral)) immediately after s/he has needed to restrain a pupil physically.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a strategy for managing their child's behaviour.

## Appendix 2 - Searching

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities (including certain health conditions) the child may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding and Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco ((including e-cigarettes/vapes) and cigarette papers);
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

### **Appendix 3 – Confiscation**

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco, cigarettes (including e-cigarettes/vapes), or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

## Appendix 4 - Electronic devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any child.

Any decision to search a child's device should be based on the professional judgement of a senior member of staff (e.g., Deputy Head Pastoral) and should always comply with the School's Safeguarding and Child Protection Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records. Parents and carers.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another child), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this (and possibly the Exclusion) policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School.