KING EDWARD VI
SCHOOL LICHFIELD

Behaviour Policy

2026

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Introduction

Good behaviour and discipline in schools is crucial for all children to receive the best education. It is imperative that all schools manage behaviour effectively so all children can learn, develop and thrive in a safe, calm and supportive environment. Being taught how to behave appropriately within the school environment that children are in is fundamental in enabling all children to overcome any barriers and succeed individually.

Our Values

Our approach to achieving excellent behaviour for learning is centred around setting high expectations for conduct and developing positive working relationships between all members of our school community. This is achieved through upholding our whole school values which are outlined below:

- Aspiration – We challenge ourselves to strive for excellence in all aspects of school life
- Belonging – We want all members of our community to feel that they belong and are valued
- Collaboration – We work together to achieve our shared ambitions and support one another in reaching our full potential

Aims of the Policy

This policy aims:

- To create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment.
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the vision and values of our school.
- To outline the expectations and consequences of behaviour which enables all students to take ownership of their behaviour and accept responsibility for the consequences of it.
- To provide a consistent approach to behaviour management that is applied equally and fairly to all students by staff at all levels.
- To ensure that all students are treated fairly and shown respect and to promote good relationships.
- To build a community, which values kindness, care, tolerance, and empathy for others.
- To promote community cohesion through improved relationships.

Purpose of the Policy

To provide simple, practical procedures for staff and students that:

- Provide clarity about expectations for behaviour.
- Reinforce positive behaviour.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Behaviour Principles

Our behaviour principles underpin our approach to achieving excellent behaviour across the school.

- Establishing positive relationships between adults and students is the most effective lever for securing positive behaviour.
- Adults have a responsibility to model the positive behaviours expected of the students.
- Positive behaviours that enable students to be successful learners need to be taught, rather than expected.
- Adult recognition of positive behaviour and responses to unacceptable behaviour must be visibly consistent by staff at all levels across the school.
- Unacceptable behaviour is tackled best by immediacy and consistency of response.
- Addressing unacceptable behaviour should be between the adult and student, ideally in private.
- Parents/carers have an essential role to play in promoting positive relationships and good behaviour and it is important that they work collaboratively with the school to reinforce high standards of behaviour.

Staff Training and Development

The school is committed to providing training for all staff in order to support the implementation of this policy. Additional training opportunities will be made available to staff who wish to develop their skills further and/or take a proactive role in supporting other staff with their engagement with this policy.

Our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint.
- The needs of the pupils at the school including our most vulnerable students.
- How SEND and mental health needs impact behaviour
- All staff also undertake regular safeguarding training and are expected to read key documentation including KCSIE.
- Attachment and trauma informed practice – including Emotion Coaching and Chimp management training.
- Restorative conversations.

Behaviour management will also form part of continuing professional development.

Code of Conduct

All students will be expected to accept responsibility for their own behaviour especially as it impacts on the rights of others. To achieve this, students will be expected to adhere to our Code of Conduct and classroom expectations. Our code of conduct is based on three simple expectations:

Ready, Respect, Strive

In order to Be Ready, students will:
• Attend school every day where possible. • Wear correct and smart uniform at all times • Arrive on time to school and all lessons. • Have the correct equipment needed for the day ahead. • Show a positive attitude and a desire for learning • Mobile phones must be switched off and kept in students' bags
In order show Respect, students will:
• Follow staff instructions at all times. • Be respectful of our school and the environment. • Speak and listen to others in a respectful manner. • Be polite and courteous to all members of our school community. • Act safely at all times. • Be tolerant and celebrate all faiths and cultures. • Allow others to learn.
In order to Strive, students will:
• Be enthusiastic and engaged • Show a determination to do their best • Reflect on their learning • Learn from mistakes • Celebrate success

Students also have a responsibility and a duty of care to others to report incidents of disruption, violence, bullying or sexual harassment to a member of staff.

Collective Responsibility

Behaviour management is a collective responsibility. All staff are expected to teach, model and reinforce to students a standard of behaviour that ensures both discipline and a positive learning environment. Staff should consider themselves responsible for always maintaining good behaviour within sight and sound of them and will be supported by the Headteacher in carrying out this responsibility in all areas of the school or when offsite with students representing the school.

All students and staff should be valued equally, respect the needs of others and promote a positive climate for learning.

Everyone in the school is asked to follow our code of conduct **'Ready, Respect and Strive'.** We will use the following five approaches to support this:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.

- Scripting difficult interventions.
- Restorative follow-up.

These approaches will form the basis for staff development around behaviour management.

The following statements outline how we seek to ensure consistency of approach in aspiring to excellent behaviour:

Senior Staff will:	**Student Support staff will:**
1. Be a visible presence around the school and promote and model high standards of behaviour at all times. 2. Support colleagues by promoting consistency amongst staff. 3. Ensure students understand and follow the Code of Conduct. 4. Ensure all staff are held accountable for their behaviour management and they apply the behaviour policy consistently and fairly. 5. Analyse data regularly to identify key trends and patterns and outline key actions.	1. Support colleagues when reflective and restorative work is required. 2. Establish regular communication with year teams and departments. 3. Ensure students understand and follow the Code of Conduct. 4. Liaise with Achievement Leaders and SLT to make decisions about sanctions. 5. Deliver appropriate interventions to those students who present challenging behaviour.
Middle Leaders will:	**All staff will:**
1. Support team members to secure positive behaviour management. 2. Establish departmental/year team routines in response to positive and negative behaviours. 3. Support implementation of the Code of Conduct, liaising beyond the team when required. 4. Analyse behaviour data specific to their subject area/year teams and take appropriate action when necessary. 5. Hold members of the year team/department accountable for their behaviour management and ensuring that the behaviour policy is adhered to.	1. Be committed to developing positive working relationships with students. 2. Meet and greet students for a prompt start to lessons. 3. Set and maintain high expectations for behaviour. 4. Be committed to creating a positive and inclusive learning environment for all students and respond to any barriers to learning and challenges that individual students may encounter. 5. Take ownership of the behaviour of students within their classroom and ensure appropriate action is consistent in line with the behaviour policy.

Parents and Carers

At King Edward VI, we expect our parents/carers:

- To familiarise themselves with the school's behaviour policy and reinforce it at home where appropriate.
- Support their child/children in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

- Discuss any behavioural concerns with the relevant staff members as soon as possible.
- Attend any meetings in school to discuss their child's behaviour.
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- Read and sign the home-school agreement

We will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour via GO4Schools and any updates to the school's behaviour policy, and work in close collaboration with them to tackle behavioural issues.

Developing a Positive Culture

Staff at King Edward VI are advised that the following strategies are the best ways of establishing the kind of culture and student conduct that we all want to see on a regular basis:

- To promote and support the school vision and values and code of conduct.
- Meet & Greet students.
- Speak and be spoken to – around school as well as in the classroom.
- Establish positive relationships with all students through effective communication and an empathetic approach to all interactions.
- Communicate clearly.
- Demonstrate mutual respect.
- Treat everyone as an individual.
- Set and expect high standards & expectations of all students.
- Apply rules firmly but fairly. Be assertive – not hostile or passive.
- Model positive, calm and consistent behaviour at all times which sets a good example for our students.
- Be confident to recognise and intervene with negative behaviour both in lessons and around the school site. 'What you permit, you promote!'
- To teach students our consistent classroom routines and utilise them consistently to support student behaviour.
- Use our rewards system to reinforce positive student behaviour, particularly linked to our school values and code of conduct.
- Endeavour to own your classroom. Plan for calm and orderly lessons, prepare for possible challenges and always maintain the highest expectations.
- Communicate with parents/carers when necessary and strive to maintain a positive and supportive relationship with them.
- Use restorative practice when dealing with incidents

We are always likely to encounter some behaviour difficulties in our work. Our success should not be judged by the absence of problems but by the way we deal with them. All staff members at King Edward VI are professional and, with mutual support and help, any problems encountered can be dealt with effectively.

- Praise is key to improving behaviour and we should aim to be giving out more praise than consequences.
- All teachers will take responsibility for the behaviour in their classroom and will try to establish their authority firmly and calmly. When there are problems, the teacher will try to deal

with it in the first instance but if this is not possible then they will seek the assistance/guidance of another staff member to ensure the matter is successfully concluded.

There are things that staff at King Edward VI School will always try to avoid. Such strategies create the wrong kind of culture and atmosphere. They are likely to destroy relationships rather than build them. They include:

- Humiliating students publicly and so building resentment.
- Using sarcasm.
- Over-reacting to small problems so they become bigger.
- Shouting all of the time so that it diminishes their authority.
- Using blanket/whole class punishments.
- Over-punishment so that more resentment builds.
- Avoiding confrontation.

Attachment and Trauma-Informed Practice

Attachment is a clinical term used to describe "a lasting psychological connectedness between human beings" (Bowlby, 1997)

Trauma is a psychological response to an event that a person's nervous system perceives as life-threatening to themselves or others and which exceeds their capacity to cope with the emotions involved. Whilst traumatic experiences often involve a threat to life or safety, any situation that leaves someone feeling overwhelmed and isolated can result in trauma, even if it does not involve physical harm. (Attachment Research Community)

Through emotion coaching and being attachment aware, at King Edward VI School we focus on building positive relationships between children and staff and children with their peers. Underpinning this policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and behaviour.

Behaviour is a Form of Communication

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.

Taking a Non-Judgmental, Curious and Empathic Attitude Towards Behaviour

We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and Young People with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Putting Relationships First

At King Edward VI School, our school ethos promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Maintaining Clear Boundaries and Expectations Around Behaviour

Changing how we respond to behaviour does not mean having no expectations, routines or structure. To help students feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable routines, expectations and responses to behaviour. At King Edward VI School we try to model these appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours are made explicit, attempting to avoid 'sanctions' that can shame and ostracise students from their peers, school community and family, leading to potentially more negative behaviour.

Encouraging parental engagement and involvement is crucial when addressing and planning support for student's Social Emotional and Mental Health needs. At King Edward VI School, parents and carers are encouraged to work with the school to work towards a healthy relationship that supports the student. Consideration is given to the impact of poor student behaviour on staff and student well-being.

A Whole School Approach to Inclusion

Our school leaders are the driving force for a whole system approach to inclusive learning and achievement for all. However, at King Edward's, we strongly believe that responding to the Social, Emotional and Mental Health needs of students is not the responsibility of a few staff in the school; it is everyone's responsibility. Considering this, regular opportunities are made available to staff to develop skills and awareness in this area.

Behaviour Curriculum

At King Edward VI, our behaviour curriculum focuses on the teaching of routines and habits which are used to reinforce the behaviours expected of all pupils every day. We therefore explicitly teach our students how to behave using various methods. These include:

- Regular pastoral updates through our timetabled form-time activities.
- Assemblies.
- Restorative conversations.
- Extra-curricular activities.
- Educational visits & excursions.
- Student Leadership and Student voice opportunities.
- Our Code of Conduct.
- Behaviour interventions that encourage self-reflection and accountability.
- PSHE programme.
- A behaviour curriculum delivered in form time

Positive Achievements

Our behaviour system is based on the principle that *recognition of effort* that goes 'above and beyond' our basic expectation is a key driver towards securing excellent behaviour.

When a student's behaviour meets or goes above and beyond, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce our school's vision, values and code of conduct.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of our school's behaviour culture.

Students are awarded positive points which are logged on GO4Schools and recorded under the categories of Bronze, Silver, Gold and Platinum and they link into our Code of Conduct – Ready, Respect, Strive.

Ready awards are linked to high standards of uniform, good punctuality and showing a positive attitude to learning. **Respect awards** are linked to showing respectful behaviour to staff, students and visitors; the school environment and also acting safely around the school site.

Strive awards are linked to high levels of engagement, showing a positive determination to achieve and a celebration of individual successes.

Bronze awards (1 point) are typically awarded every lesson, by class teachers, for individual behaviours in different lessons.

Silver awards (3 points) are typically awarded weekly for consistent hard work and high standards.

Gold awards (5 points) are typically awarded termly by departments for continued excellence and students will receive a certificate and an email will be sent home to parents/ carers.

Platinum awards (10 points) are typically awarded termly to the top 2 students per class per subject. These are for students who consistently exceed expectations and go above and beyond.

In line with the principles of this policy, the recognition of exceptional effort is the foremost mechanism used to reinforce the behaviours and attitudes we want to encourage. Staff should take the opportunity to tell students why they are to receive achievement points.

At the end of every half term, all students have the opportunity to exchange their positive points for different rewards from our rewards tracker. **See Appendix 1 for a copy of the Key Stage 3 and Key Stage 4 rewards trackers.**

Awards (recognition):
We also celebrate student success in other ways and examples of this include:

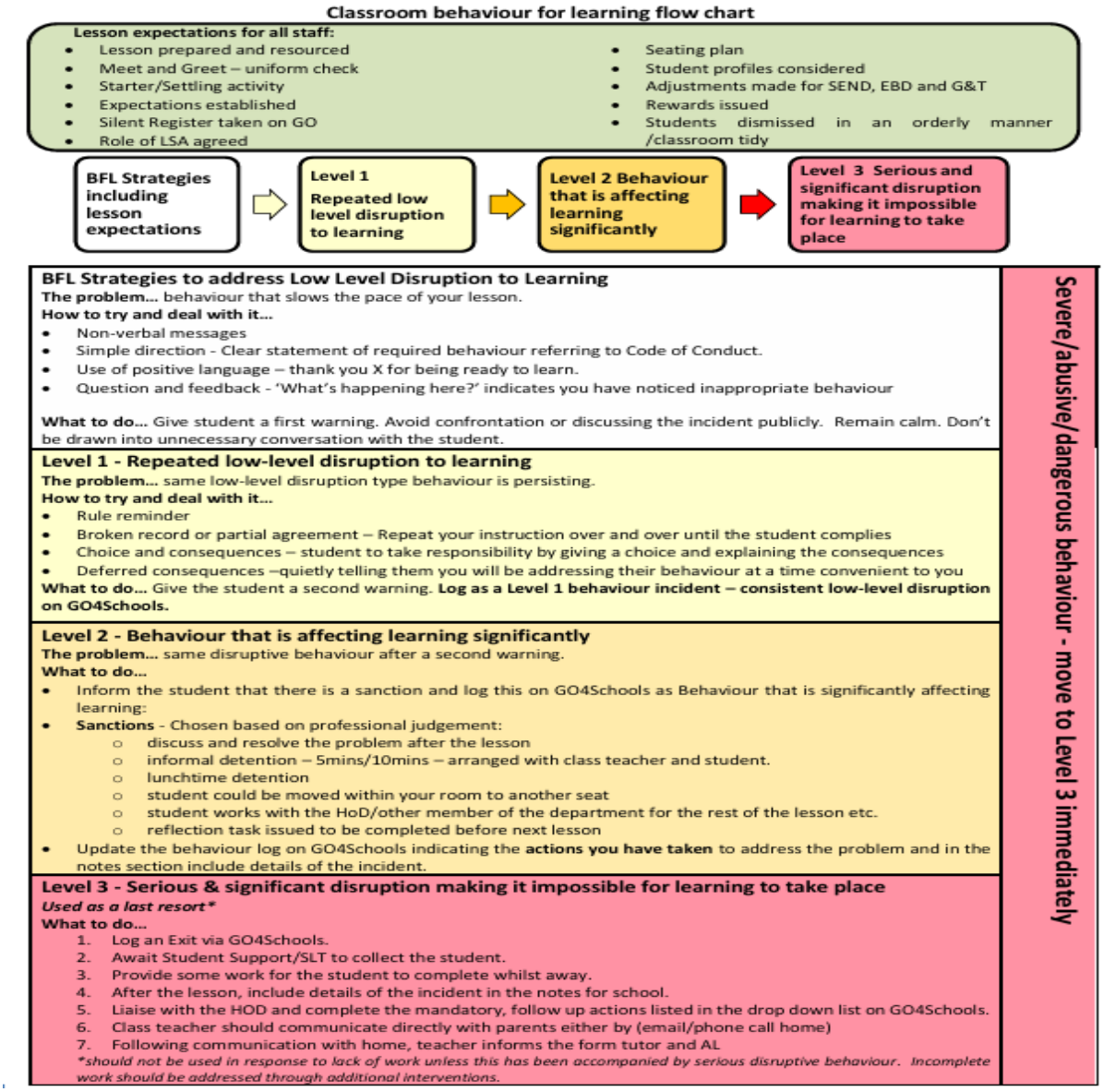
- Praise email/text/letter to parents from individual members of staff
- Termly celebration assemblies for all year groups.
- Attendance Awards.
- Accelerated Reader Award
- Colours award (for music/sport)
- Department competitions

Dealing with Inappropriate Behaviour

In issuing consequences to correct unacceptable behaviour the following guidelines must be observed:

- Use a variety of sanctions that are appropriate to the offence.
- Use a staged approach so that action is appropriate to the severity of the misbehaviour and distinguishes between minor and serious infringements.
- Adopt a positive approach and positive language so that appropriate behaviour is taught, re-inforced and understood by the student.
- Allow students the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable behaviour.
- Accept responsibility for the issue and follow through of sanctions.
- Seek support if required but never relinquish your own responsibility to resolve the incident.
- Make sure that negative consequences are appropriate, fair, consistent, followed through.
- Avoid issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the student to behave well.
- Avoid confrontation.
- Avoid blanket or whole-class sanctions that may punish innocent students unfairly.
- Understand that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- Specific circumstances, such as being a young carer, looked after child, or living in a vulnerable household, can significantly affect behaviour.
- We recognise that children are capable of abusing other children. Abuse will not be tolerated or passed off as “banter,” “just having a laugh”, or “part of growing up”, as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.
- All child-on-child abuse is unacceptable and will be taken seriously.
- Recognising that a pupils’ behaviour may be impacted by a special educational need or disability.

Classroom Behaviour Management Flowchart



GO4Schools Data Management System

At King Edward VI, we use GO4Schools, an online data management system, to record any positive or negative student behaviours. This system enables staff to rigorously monitor behaviour patterns which allow us to support students into displaying more positive behaviours.

Negative Behaviours have been categorised into level 1, level 2 and level 3 incidents and the following broad categories indicate the type of unacceptable behaviour that has been identified. These can be selected from a drop-down menu on GO4Schools. A comment can be added to indicate the details of the incident in the school notes section, and then 'Action Taken' can be selected from the menu.

Examples of behaviour types on GO4Schools:

Level 1 Categories – Low-Level Incident

1. Continued low-level disruption
2. Insufficient effort
3. Inappropriate behaviour during social time/lesson changeover
4. Lateness to lesson/registration
5. Disrespectful behaviour towards a member of staff
6. Disrespectful behaviour towards another student
7. School environment treated disrespectfully (e.g. litter, vandalism)
8. Uniform incorrect/incorrectly worn
9. No PE kit
10. Chewing gum
11. Harmful behaviour – this could include low-level bullying, harmful language
12. Inappropriate use of school computer
13. Repeated lack of essential equipment

Level 2 Categories – Moderate Level Incident

1. Lesson Truancy
2. Disrespectful behaviour towards a member of staff
3. Disrespectful behaviour towards another student
4. Failure to attend session to complete homework
5. Failure to follow form tutor request
6. Behaviour that is affecting learning significantly
7. Continued failure to complete adequate classwork
8. Behaviour during social or unstructured time
9. School environment treated disrespectfully
10. Use of electronic devices e.g. mobile phone

Level 3 Categories – Serious Incident

1. Harmful behaviour
2. After school detention – not attended
3. Removal within the department – serious disruption to learning
4. EXIT
5. Vandalism
6. Vaping/Tobacco use
7. Truancy from school
8. Behaviour during social or unstructured time
9. Dangerous behaviour
10. Refusal to follow staff instructions
11. Disrespectful behaviour towards a member of staff
12. Disrespectful behaviour towards another student
13. Significant incident.

Action Taken Categories

Effective consequences start from the least intrusive and graduate towards a more serious level:

Level of Incident	Examples of type of behaviour	Suggested actions
L1 incident (-1) (low level incident)	Lateness to Lesson / Incorrect uniform / lack of equipment/ low level disruption to learning / insufficient effort in lesson / chewing.	• Explain to student a verbal warning will be logged. • 3 x level 1 incidents for lateness to lesson / uniform infringements and automatically results in a 45 minute after school detention.
L2 incident (-2) (Moderate level incident)	Failure to attend a session to complete homework /disrespectful behaviour towards staff/student/ failure to complete adequate classwork/ Use of mobile phone /behaviour that is significantly affecting learning/behaviour during social or unstructured time.	• Discussed issue with student and resolved after lesson. • Student moved to another seat in the class. • Student moved to work with another member of the dept. • Informal detention (5 / 10 min detention during break/lunch) • Department detention - 20minutes • Achievement Leader detention - 20minutes
L3 Incident (-3) (Serious Incident)	Removal from lesson / EXIT from lesson due to significant disruption making it impossible for learning to take place / Truancy from school/lessons / Bullying behaviours / vandalism / disrespectful behaviour towards staff/students	• After school detention 45mins • Class teacher to call parents directly or email. • Conversation with the student to reiterate expectations before next lesson and resolve the issue. • Student moved to a different class for a period of time. • Part-day isolation (depending on the nature of the incident) • Full-day isolation (depending on the nature of the incident) • Suspension (depending on the nature of the incident) • Permanent Exclusion (depending on the nature of the incident)
L3 Incident (-3) (Serious Incident)	Failure to attend ASD	• Part-day isolation

Dealing with a Significant Incident

A significant incident is a serious incident, which is likely to result in a fixed period of isolation or suspension. Examples of significant incidents include:

- Substance misuse – drug/alcohol related,
- Verbal abuse of staff (using abusive language)
- Aggressive behaviour towards staff or students
- Weapon-related incidents
- Vandalism
- Severe bullying
- Significant and continued disruption to learning
- Child on child abuse
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment.
- Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI.

Specific consideration will be given to cyber incidents against staff, and the severity with which these should be viewed and dealt with. This discussion should take place at Senior Leadership level and Governance level.

All significant incidents should be investigated and resolved ideally within 24 hours. In the event that the Achievement Leader, SLT Critical Friend is teaching/occupied and unable to support, then the Inclusion Manager should seek the support of the Assistant Head – Inclusion or the Deputy Head – Pastoral, after the initial investigation stage. However, the Achievement Leader and SLT Critical Friend must be kept informed of any decision-making.

See Appendix 2 – Dealing with a significant incident flowchart

Isolation

Students may be issued with a period in isolation in which they will remain out of the main circulation of the school community. Isolation is our most serious internal sanction and it is usually issued as a result of repeated negative behaviours or serious offences that require the student to work under supervised conditions.

An isolation period can be issued for part of the school day, which typically includes spending some time out of lessons, lunchtime and completing a 45-minute detention after school. For more severe incidents, students may serve a full day in isolation and also complete a 45-minute detention after school.

During the isolation period, staff will complete reflection work with the student to support them in reshaping their behaviour before they return to lessons.

Parents/carers will be notified by telephone by a member of the pastoral team and also via GO4Schools if their child receives an isolation.

After School Detentions

In common with most secondary schools both locally and nationally, part of our policy is the escalation to after-school detentions following logged warnings e.g. uniform infringements, lateness and mobile phones. In addition to logging on GO4Schools, staff are asked to explain the infringement to the individual student.

After-school detentions may also be used where there are repeated instances of specific behaviours such as disruptive behaviour, or non-attendance to a departmental detention.

After-school detentions are held every day from 3.15-4.00 pm, lasting for 45 minutes. During the detention, students are expected to reflect on the choices they have made and have a conversation with the staff member supervising the detention so that we can support our students in realigning poor behaviour choices. Students are also given the opportunity to complete any homework during their detention, to ensure the time spent in detention is purposeful.

We understand that making alternative arrangements for pick-ups due to after-school detentions can sometimes be an inconvenience for families, but this will not be accepted as a reason to cancel a detention, as they are an integral part of the behaviour management system. We therefore urge parents/carers to encourage their children to adhere to the high expectations of the school, so that ultimately, they are not issued with a detention at all. In the event of your child being issued with a detention, we believe that engaging in a restorative and proactive conversation with your child at home in terms of how they can avoid future detentions will support our code of conduct and high expectations.

Parents/Carers are not able to refuse their child's attendance at after-school detentions. In rare, exceptional circumstances (e.g. a medical appointment), we will consider deferring a child's detention to the next available afterschool slot, but it will not be cancelled and deferrals will not be accepted routinely. On rare occasions where a deferral may be appropriate, parents/carers must contact the school office and not send a message by way of their child to cancel the detention, nor must they simply advise their child to go home. We will also request evidence of medical appointments.

If your child deliberately fails to attend a detention session, this will result in a part day isolation period and your child will also serve the after-school detention which was not attended.

In line with the Department for Education guidance, schools have no legal obligation to inform parents/carers that their child is being kept back after school for detention, nor do we have to inform you of the reason for the detention. In addition, schools do not need the consent of a parent/carer to issue and detain a child for an after-school detention. As a school, we have however made the decision to notify parents that their child has been issued a detention by logging this onto Go4Schools. Parents/carers will then receive a notification to inform them of this.

Graduated Intervention Menu

Key staff including SLT, Achievement Leaders, Heads of Department, the SENCO, Form Tutors, subject teachers and Pastoral Support Assistants take a combined interest in the learning behaviour of

students across the school. Where students are not meeting our behaviour expectations, we recognise the importance of implementing a graduated response in support of this.

We have implemented a tiered intervention system which provides different levels of support for the individual student. Our focus is always to provide quality interventions and support which help the individual to reshape their behaviour to ensure that they are able to meet our behaviour expectations.

See Appendices 3&4 for our tiered approach and intervention menu

Behaviour Beyond the School Gate

Students are expected to follow our code of conduct, 'Ready, Respect, Strive' at all times**.** The school has the power to discipline beyond the school gate in the following circumstances:

Any poor behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

This includes incidents that occur electronically i.e. on social media, on electronic devices or any other form of electronic communication.

In all of these circumstances, the Headteacher will also consider whether it is appropriate to notify the police or Local Police and School Liaison Officer in the local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its safeguarding procedures.

Specific Behaviour Issues

Uniform

All staff will inspect uniform daily and require any students to correct anything that is not in line with expectations. This will begin when students attend registration at 8.50 am with their tutor group. If this cannot be resolved, the student should be sent to Student Reception or Student Support to have the issue rectified. Items of incorrect uniform may be confiscated by the school and held on-site until parents can arrange to collect it. In such cases, students will be provided with temporary uniform in the short term. Any uniform loaned to students by the school must be returned at an agreed date. If the loaned uniform is not returned, then parents will be invoiced for

the cost of replacing the item(s). Any uniform infringements will result in a level 1 Incorrect uniform log on GO4Schools. Three infringements in a half term will result in a 45-minute after-school detention.

Lateness

Students who arrive late to lessons/school will be given the corresponding **Late** mark on their attendance record. The Attendance Team and the Achievement Leader will monitor lateness and intervene with appropriate consequences in order to address the concern. This may include detentions (daytime or after school), communication with parents, referral to EWO service or any other appropriate response. If a student arrives after 9.20 am, when our AM register closes they will automatically receive a 45-minute after-school detention. If a student arrives late to registration or any lesson, then they will receive a level 1 lateness to lesson/registration log on GO4Schools. Three late marks to lessons, in a half term, will result in a 45-minute after-school detention.

Mobile Phones

The government document "Mobile phones in schools 2024" states that "We owe it to our children to do what we can to remove distractions and enable them to be fully present in the classroom. This is why we are determined that all schools should prohibit the use of mobile phones throughout the school day not only during lessons but break and lunchtimes as well. Department for Education guidance February 2026 states that they "expect schools to implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime." Mobile phones in schools - GOV.UK " Mobile phones are prohibited and should not be seen or heard on school site. This includes the time before registration. Mobile phones must be turned off and placed in a school bag before entering school grounds. They should only be turned back on after leaving the school site. If a mobile is brought into school it must be turned off and in the student's bag – not in a pocket. The same applies to earphones and earbuds. Students who fail to comply with these expectations will be spoken to by staff, and the incident will be logged on GO4Schools as a Level 2 Electronic device used, seen or heard. This includes if it is seen in a blazer or trouser pocket.

If a student breaks this rule, parents/carers will receive an email or phone call notifying them that their child's mobile phone has been confiscated and requires collection by parents/carers. The DFE guidance states "Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction provided they have acted lawfully." The student will also receive an after school detention every time.

In agreed cases, some students may be expected to hand their phone into student reception each morning where it will be stored securely until the end of the day. Additional sanctions such as being required to hand in a phone on a daily basis may be applied where a student receives multiple logs for failure to comply with this rule. Ultimately failure to engage with these school processes may result in a suspension.

If a school trip takes place, phones should remain in school bags for the duration of the trip. Outside of the school day, e.g a sport fixture - phones can be used to contact parents/carers on the way home at the discretion of the trip leader. On residential trips phones may be used with permission of staff but are always collected in at night.

We are aware that a few individuals have phones for medical purposes and this exemption will continue.

Sixth Form Students

Sixth Form are only permitted to use mobile phones in the Sixth Form area. If a Sixth Form student is found to be using their mobile phone without permission outside of the Sixth Form area, or if it is seen or heard on the school site a negative log will be recorded on GO4Schools. Infringements will result in a 45-minute school after-school detention. If a student breaks this rule, parents/carers will receive an email or phone call notifying them that their child's mobile phone has been confiscated and requires collection by parents/carers.

Homework

Students who fail to complete homework on time will be given an opportunity to attend a session to support them in completing the homework with their subject teacher. This will take place at lunchtime. Typically, this may include a discussion with the student, departmental detention, phone call/email to parents or another response intended to address the concern.

If a pattern of non-completion of homework is identified, Student Support Staff and Achievement leaders will intervene in order to support the student into better routines. There will also be an expectation that the student attends one of the school's Homework clubs.

Fixed Term Suspension

A student may be suspended from school for a fixed number of days up to the maximum of 45 days in a school year. A student may also be suspended for a fixed term while consideration is given to the imposition of a permanent exclusion. The school gives strong consideration to SEND, mental health and safeguarding needs when making these decisions. In this case, the parents will be informed of such consideration being made.

The Governors recognise that incidents which may result in suspension include, but are not limited to:

- violence, whether expressed in actions or threats, towards other people on the premises.
- actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority.
- offensive written material which is judged to have the effect of undermining the authority of a member of staff.
- persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which effectively limits the opportunities for "students to learn and teachers to teach".
- bringing to school, or handling on behalf of others, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, tobacco, illegal drugs and solvents.
- attending school under the influence of alcohol, illegal drugs or solvents.

- bringing in or using a vape
- acts of major and/or malicious damage.
- actions likely to cause significant disruption to the orderly running of the school.
- being in persistent or serious breach of a previously drawn-up contract of behaviour.
- failure to comply with instructions when placed in isolation.

When a Fixed Term Suspension is Imposed

A member of the senior leadership team will contact the parents as soon as possible to inform them of the decision, how long the suspension is for, and to set a time for a readmission meeting.

A letter will be sent to the parents explaining the circumstances, offering them the opportunity to make representations to the Governors' Disciplinary Committee and outlining arrangements for setting and marking work. Staff will be informed of the suspension via the daily staff briefing notes.

The student and parents are expected to attend a readmission meeting in school, chaired by a member of the Senior Leadership Team and attended by staff with pastoral responsibilities.

During the meeting, details of the circumstances leading up to the suspension are discussed, and parents and the student have the opportunity to contribute their views.

Conditions for readmission are discussed and agreed. Any additional support required to enable the student to improve their behaviour is identified.

At the end of the meeting, the student and parents are asked to sign a document detailing the agreed conditions of readmission. Copies of this document are sent to the parents and also retained in the student's school file.

Refusal to agree to the conditions of readmission may result in additional fixed-term suspension for further breach of the school's behaviour policy.

Breaching conditions of readmission may also result in additional fixed-term suspension.

The Headteacher will notify the governing body and the local authority of any suspension which would result in the student being suspended for more than five school days in a term.

In the case of any fixed term suspension of more than 5 days, the School has to take responsibility for the education of the student on and after the sixth day.

Permanent Exclusion

Permanent exclusion will 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.

It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has utilised all reasonable strategies for dealing with the student. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to

permanently exclude a student for a single serious offence even if this is a first or 'one off' offence. These might include:

a) Serious actual or threatened violence against another student or a member of staff.
b) Sexual abuse or assault.
c) Supplying an illegal drug.
d) Carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Any decision to exclude a student will be taken having regard to the Department of Education guidance on exclusions from maintained schools, academies and student referral units in England.

Physical Restraint and Use of Reasonable Force

In certain circumstances there may be a requirement for staff to use reasonable force and physical restraint. Details are found in the school's 'Use of Reasonable Force and Physical Restraint' Policy and Procedures.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. (*DfE* July 2013).

Searching, Screening and Confiscation

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. (*DfE* Guidance, 'Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', September 2022.

The school operates a Searching, Screening and Confiscation policy, which can be found on the school website.

Management of Drug Related Incidents

Whilst it is hoped that pro-active measures, such as drugs education and clear boundary setting through the Behaviour for Learning policy, will limit incidents of drug misuse in school, governors recognise that there will, at times, be a need for the school to react to drug-related incidents which occur on or near the school premises and there is a need to have a clearly expressed and well-understood set of procedures for dealing with these.

In any such incident, the primary concern remains one of the health and safety of any individual involved.

Sanctions and support strategies are clearly outlined in the Behaviour for Learning policy. Smoking-related incidents are specifically identified on the Behaviour Grid whilst other drugs would be identified into the category 'bringing inappropriate/dangerous items into school'.

Governors fully support the guidance to staff given below in order to support staff in feeling confident to deal with such issues should they arise.

Guidance to Staff

It is recognised that there are several circumstances that may arise for all staff in the school that could lead to them needing to act on knowledge of, or suspicion of substance misuse. Whilst tobacco and vapes are recognised by the school as a drug, it is dealt with differently to all other drugs, and staff should simply follow the procedures set out in the Behaviour Policy. The guidance below relates to all other forms of substance misuse.
If a member of staff becomes aware or suspects that a student in their lesson is under the influence of alcohol or another drug should select the immediate request for support from the drop-down menu in GO4Schools to request support from the Student Support Team/member of SLT.

The responding member of staff should remove the student after the teacher has briefly explained their concerns. The student should be spoken to and if they still appear to be a concern, they should be sent home on grounds of health and safety. It is important to note that in some circumstances, it may not be possible to ascertain whether or not the student is actually under the influence of a substance, or is genuinely unwell or misbehaving. The important issue, however, is to ensure the health and safety of the student, and to raise concerns with the parent or carer regarding possible substance misuse.

If **a member of staff on duty** suspects that a student is under the influence they should ask the student to come with them to the nearest reception where the senior member of staff on duty will be called. If the student will not comply, the member of staff should communicate their concerns using a school radio (if available) or ask another student to request support from the nearest reception. It is important not to chase a student, or get into an argument, as raised heart levels can increase the danger significantly for some drug misuse. The Senior member of staff will deal with the matter as above from this point.

If **a first aider** suspects that a student presenting as unwell may be under the influence of alcohol or another drug, a member of senior staff, should be contacted to deal with the issue as in the first example above.

If a member of staff suspects a student is in possession of drugs, (including alcohol or over-the-counter medication in high quantity), a member of senior staff should be informed and their property may be searched in line with the Searching and Confiscation policy.

In all of the above cases, there is a duty to inform parents of any concerns. This applies equally to students who are 18 or over.

The school will also:

- liaise closely with the police and ensure that there are agreed practices for dealing with the range of incidents which might arise involving illegal drugs.
- inform the police on all occasions when illegal drugs are found on a student or on the school premises and arrange collection of such substances from school.
- liaise with other support agencies in respect of students who may be at risk.
- respond appropriately to all concerns which are brought to the attention of the school.
- The school liaises with local police on a regular basis. Details of our current link officers are available from both offices and from Senior Staff.

In all such incidents, an automatic referral to T3 will be made by the school. Sanctions will be applied appropriately in accordance with the Behaviour for Learning Policy.

Linked Policies and Documents

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Safeguarding Policy
- Searching, Screening and Confiscation policy
- Reasonable force and physical restraint policy
- Attendance policy.

The following documents have been referenced when compiling this policy:

- Department for Education – Behaviour in Schools (February 2024)
- Searching, Screening and Confiscation (July 2023)
- Suspension and Permanent Exclusion from maintained schools, academies…. (August 2026)
- Mobile phones in schools (February 2024).

Appendix 1 – Example of our rewards Tracker



The milestones for achievement points in Year 9/10/11 are lower in comparison to Years 7/8 as in Year 9/10/11 students study fewer subjects. In Year 11, students also finish for study leave before the end of the academic year in July.

Appendix 2: Dealing with a significant Incident - Procedures

All significant incidents should be investigated and resolved ideally within 24 hours.

A significant incident is one which is most likely to result in a **full day in isolation** or a **fixed term suspension**.

In the event that the AL, SLT Critical Friend is teaching/occupied and unable to support, then the Inclusion Manager should seek the support of the Assistant Head – Inclusion or the Assistant Head – Community, after the initial investigation stage. However, the AL, PSA and SLT Critical Friend must be kept informed of any decision-making.

1. •Incident is reported by member of staff to Student Support, Achievement Leader & SLT critical friend and Form Tutor are also copied in.
2. •Typically, the Pastoral Support Assistant, assigned to the Year group, investigates the incident. This will include taking accounts from all students involved; relevant staff members; witnesses and also checking CCTV, if required.
   •*In complex situations, PSA to seek further advice from CCF/PLC or LJH. Please remember any SG concerns re a staff member must be reported directly to the Headteacher, in person.*
3. •Holding calls are made to parents/carers by the Pastoral Support Assistant to inform parents/carers that an incident has taken place and we are investigating and once a decision has been reached they will receive a follow-up call informing them of any actions taken involving their child. This includes calls to both parents/carers of victims and alleged perpetrators. These are recorded on GO by the PSA
4. •All paperwork is passed to the Inclusion Manager for QA. The Inclusion Manager then meets with the Achievement Leader and SLT critical friend, to discuss the incident & any follow-up actions needed. They must also agree an appropriate sanction and be able to explain their rationale behind this. In the event the Inclusion Manager (JJT) is absent, please liaise with the Assistant Headteacher Inclusion (KSH)
5. •The Achievement Leader and Inclusion Manager complete the significant incident form together and this is handed to the SLT link to liaise with CCF regarding the final decision. The Achievement Leader will also update the Form Tutor and PSA.
6. •Once a final decision has been reached by CCF/Critical friend - The Achievement Leader or SLT Critical Friend then makes a call home to parents/carers of students involved to inform them of the final outcome. Students will also be informed of any consequences and the reasons for these. The Achievement Leader will inform the Attendance Team if a student has been suspended and the CF will inform Jennie Dawson of the suspension and the details of a readmission meeting. The suspension will be recorded on SIMS **by Katie Edwards**. MMS will also update briefing notices and request work.
7. •All paperwork will be passed to Rebecca Howell for filing and the Achievement Leader will log the incident on GO under the most appropriate L3 category. Details will be added into the school notes section. The appropriate sanction should also be selected as a follow-up option.
8. •The readmission meeting should be attended by the Achievement Leader, SLT Critical Friend and the Inclusion Manager. If the Critical Friend is unable to attend, AHT- Inclusion will attend. CCF/PLC/LJH should also attend if the student is a risk of PEX. Readmission paperwork must be sent to VJS to circulate. In VJS absence - Jennie Dawson will be circulating the paperwork.
9. •Any follow-up work /interventions should be organised by the Inclusion Manager and member of SS and recorded on GO.

Appendix 3 – Behaviour intervention approach

Tiered behaviour & intervention system

Tier	Level	Recommendation	Intervention	Staff member
Universal			• Rewards system • Behaviour Curriculum • Code of Conduct • High-Quality First teaching – classroom management strategies / inclusivity • Positive Relationships Staff : Student	All
Tier 1	**1**		Form Tutor Conversation informal	FT
	2		Form Tutor – Phone Call home	FT
	3		Meeting with parent / FT / SS	AL / FT / SS
	4		Form Tutor Report – Email sent home	FT
	5		Meeting with parent AL/SS	AL /SS
			Achievement Leader Report – Email sent	AL
			Additional Tier 1 intervention chosen	AL/SLT link
Tier 2	**6**		Student Observation completed to observe behaviours	Assigned staff
			Meeting with parent AL/SLT	AL/SLT link
			Tier 2 intervention chosen	AL/SLT link
			Tier 2 intervention chosen	AL/SLT link
			SLT report + Email sent home	SLT link

Tier 3	**7**		PSP / ASP	AL/SLT link
			Tier 3 intervention chosen	AL/SLT link
	8		Positive Behaviour choices course	SS/SLT link
	9		Behaviour Panel meeting	SLT/SS/SEND
			Additional Tier 3 Intervention chosen by panel	SLT link

Tier 4	**10**		Offsite Direction	KSH to organise
	11		Governors Interview Panel – HT/SLT / parent + contract	SLT link/KSH/ DHT/HT
	12		Alternative Provision / Referral to external placement e.g Bridge	PCL/JJT
	13		Final HT warning + letter	CCF

Appendix 4 – Behaviour interventions menu

KING EDWARD BEHAVIOUR INTERVENTION MENU

Tier 1	Tier 2	Tier 3	Tier 4
1:1 Learning Conversation to discuss behaviour – Tutor	Review meeting with Parent to outline concerns	Referral to internal support – Counsellor	Bridge Placement
Form Tutor Report	Restorative Meeting with Staff Member, student and HOD/Achievement Leader	Reduced/Modified Timetable (in school)	Off site direction
Form Tutor Phone call home	Mediation meeting – student focussed	Personalised Timetable – Curriculum support offered	Alternative Provision
Parent Meeting	Behaviour mentoring	Positive behaviour choices course – 6 weeks internal	Work Placement
PSA Report	Peer mentoring	Behaviour Panel meeting – Key staff	Behaviour Panel – Governor Warning
1:1 Learning Conversation to discuss the behaviour – Teacher	Student observation completed by key staff.	Solution Focussed Circle	Final HT warning
1:1 Learning Conversation to discuss the behaviour – Student Support	Achievement Leader Report	Referral to T2/T3 external agency – Other (including Catch 22/ Staywell/ Malachi etc.)	Support from external agencies – Ed Psych/ Autism Outreach
Subject report	Student Support/Kings Hill House intervention	PSP	Part-time timetable
Class teacher to call home.	SLT Report / SLT parent meeting	Lichfield mentors	
Restorative conversation with staff member		Autism Inclusion Team	
	Behaviour Contract	External mentoring – e.g Streetwyze	