



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

Behaviour for Learning Policy

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Related Documents/Policies

Reference	Title
	Safeguarding and Child Protection Policy 2022
	Attendance, Punctuality and Children Missing from Education Policy
	Drugs, Alcohol, Smoking and Substances Policy
	Mobile Phone Procedures 2022
	Anti-bullying Policy 2022

Jane Glendenning, Director of Pastoral Care is responsible for reviewing and updating this procedure.

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INTRODUCTION

King Edward VI Handsworth School for Girls is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where students feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles and school vision statement. Good behaviour and self discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

AIMS

King Edward VI Handsworth School for Girls believes that all staff and pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school, built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to nurture and develop learners within a happy and caring environment through good behaviour, high expectations and courtesy towards all members of our school community. We want to ensure that all our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

OUR VISION FOR WELLBEING

As a school, in order to prioritise and be committed to the wellbeing of all members of our school community, staff and students are committed to the development of resilience through connectedness, kindness and compassion.

Through the values, ethos and culture we advocate every day in line with our school vision, we aim to develop and nurture students and colleagues with sensitivity and mutual respect.

VALUES

We wish our students:

- to know right from wrong;
- to show respect for themselves and others;
- to be supportive and praise others;
- to appreciate the needs of others and of society;
- to develop a strong sense of personal responsibility for their own behaviour, actions and learning;
- to understand the consequences of their actions;
- to be responsible members of the school community;
- to reflect on their own actions and the actions of others, in order to evaluate their thoughts and develop introspective behaviours which consider social impact and personal values; and
- and to care for their environment.

EQUALITY, DIVERSITY AND INCLUSION (EDI) MISSION STATEMENT

We celebrate diversity and value fairness and equal treatment for everyone at the school regardless of their race, age, ethnicity, religion, sex, sexual orientation or disability. We promote equality through our rich and diverse curriculum, equipping students with the skills, knowledge and understanding to succeed in a diverse world outside and beyond school. We challenge discrimination in all its forms so that all members of the school community feel safe and valued.

Unconscious Bias Key definitions:

There are two types of biases

- Conscious bias (also known as explicit bias) and
- Unconscious bias (also known as implicit bias)

Conscious bias is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair. **Unconscious bias** is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups.

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

How to overcome unconscious bias

- Be aware of unconscious bias.
- Don't rush decisions, rather, take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.

- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

RIGHTS AND RESPONSIBILITIES

The Governing Body approves the Behaviour for Learning Policy and ensures it is reviewed annually. It ensures that it is communicated to all relevant parties and that the expectations of the school are made clear. Governors will support the school in maintaining high standards of behaviour.

It is the duty of the Headmistress, supported by the Governing Body, to determine the standards of behaviour acceptable at the school. All staff have responsibility for maintaining discipline and ensuring that the school Behaviour for Learning Policy is observed.

The Governing Body, Headmistress and staff will ensure there is no differential application of the policy and procedures in line with our EDI statement. They will also ensure that the concerns of students are listened to and appropriately addressed through the Student Council and the Senior Leadership Pastoral Directors (Miss Glendenning, Years 7-11 and Mr Heppel, Years 12-13).

It is important that both parents/carers and students work with the school to meet the aims of our policy and work in partnership with us to encourage good behaviour and discipline. The policy is explained as part of the yearly Induction Programme to students and staff. Parents/carers receive a daily update of any behaviour or reward points that have been added to SIMS by staff and can be contacted by Form Tutors/Pastoral Leaders (PLs)/the Family Liaison Officer if a pupil's behaviour is unacceptable or causing concern.

[INFORMATION FOR PARENTS](#)

[INFORMATION FOR STUDENTS](#)

[INFORMATION FOR STAFF](#)

STANDARDS OF BEHAVIOUR

School

The School understands that the first step to modelling good behaviour is to lead by example, which means that all governors, staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering Special Educational Needs and Disabilities (SEND) as well as the additional challenges that some vulnerable students may face.

The School works with parents/carers to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The School will report behaviour, good or bad, to parents/carers regularly. The School encourages parents/carers to communicate with the school if they have a concern about their own child's behaviour, and we will do as much as is possible to support parents/carers as and when they need it. We promote good behaviour within the school curriculum and the code of conduct is in student planners. We also expect pupils to inform a member of staff if they are concerned about another person's behaviour; child or adult alike.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this Behaviour for Learning Policy, we recognise that these students often require support which is different from, or in addition to, that

required by their peers in order to take full advantage of the educational opportunities available to all students. A personalised plan will be used for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Special Educational Needs Policy for more information.

The School will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills, as demonstrated through assemblies, PSHCE lessons and form time activities for example. For more information, see our Anti-Bullying Policies on our [website](#).

The following sanctions will be issued if students do not follow the schools Behaviour for Learning Policy: [Consequences Handout](#). Students may also be put on a [behaviour report](#) so that their behaviour can be monitored closely and further interventions can be put in place if necessary.

REWARDS POLICY

King Edward VI Handsworth School for Girls believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

It is important to recognise and encourage perseverance, contributions and respect for others. The School therefore encourages all staff to use a range of measures to reinforce these attributes and recognise them in the students. All staff are as responsible for implementing rewards, as they are sanctions. Pupils who are motivated and fully immersed in school life should be praised and rewarded for their contributions.

Students can and should be rewarded for:

- effort;
- readiness to learn;
- progress made on their learning journey;
- consistency in their effort/approach to learning;
- excellent outcomes against their learning objectives/task requirements;
- quality of work;
- class contribution;
- asking deep or challenging questions;
- setting an example to others (in class and around school);
- helping others;
- persevering;
- using their initiative;
- collaborative work;
- manners and respect for others;
- presentation of their work;
- doing something that takes them out of their comfort zone;
- academic achievement;
- club participation;
- leadership;
- improved punctuality and attendance;
- resilience;
- school representation;
- supporting others as a Young Wellbeing Lead.

Rewards can include:

- Verbal praise.

- Written feedback by teachers/peers.
- Stickers/merit stickers.
- Praise postcards sent home or awarded during year group/celebration assemblies.
- Certificates for effort, sporting achievement, participation, attendance etc. awarded in Key Stage Celebration Assemblies.
- House points (for House Competitions).
- Inclusion in the school newsletter.
- Key stage presentation afternoons/evenings.
- Displays of work, including work-in-progress.
- Being awarded responsibilities e.g. School Council representative; school magazine editor; Senior Prefect.
- Positive phone calls home.

Pastoral Leaders and Form Tutors monitor rewards and successes through planners and Form Tutor discussions. Subject Leaders (SLs) and the Leadership Team also monitor rewards through learning scrutinies, lesson observations and data analysis.

When praise and rewards are given, staff and peers are expected to explicitly explain their reason for doing so.

SCHOOL RULES THAT APPLY AT ALL TIMES TO ALL MEMBERS OF THE SCHOOL COMMUNITY

You have the right to:

- Not be subjected to rude, derogatory, racist, homophobic or defamatory language. It will not be tolerated.
- Be treated considerately by your peers and the extended community.
- Be spoken to politely and respectfully at all times. This applies to staff, governors, other pupils, any visitors to the school, and to members of the general public.
- Feel as safe as possible in school.

Searching, screening and confiscation

Schools' common law allows staff to search pupils and their lockers with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the member of staff to ask the pupil to turn out their pockets or bag and for the pupil to agree. The reason for doing so must be made clear for example if a member of staff suspects a pupil has a banned item in their possession. If the pupil refuses, the member of staff can apply an appropriate punishment as set out in this policy. Again, the reason for doing so must be made clear.

It is advisable that, where possible, the member of staff carrying out the search is the same sex as the pupil being searched. It is advisable that there be a witness (also a staff member) unless they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. If a pupil refuses to be searched, parents will be contacted and asked to be present during the search. The pupil will be supervised until a parent arrives on the school site. School staff can view CCTV footage in order to decide whether to conduct a search for an item.

During a search, if a member of staff finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Members of staff cannot, however, search for/view material that is deemed to be sexually explicit/inappropriate. If there is concern about material on a phone during a search, the local police will be notified and the electronic device will be searched by them.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State: in determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

All school staff should be aware that behaviours linked to sexting put a child in danger. [UK Council for Child Internet Safety \(UKCCIS\) - GOV.UK](#)

Parents/carers do not need to be informed before a search takes place but would normally be contacted afterwards, regardless of the outcome of the search.

The Governing Body and the Headmistress expect staff conducting searches to act with discretion and within the bounds of the law. The Headmistress/member(s) of the Leadership Team would be kept informed.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in [Searching, screening and confiscation at school - GOV.UK](#)

Power To Use Reasonable Force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. It is also acceptable to touch a student in some cases e.g. a medical emergency.

'Restraint' means to hold back physically or to bring a pupil under control in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff will always try to avoid acting in a way that might cause injury, but the law recognises that in extreme cases it may not always be possible to avoid injuring the pupil. The kinds of situation include:

- removing disruptive children from the classroom where they have refused to follow an instruction to leave;
- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- preventing a pupil leaving the classroom to keep them safe
- preventing a pupil from attacking a member of staff or another pupil
- restraining a pupil at risk of harming themselves through physical outbursts.

Any incident needs to be logged with a member of the Senior Leadership Team immediately following the event, and appropriate action taken. Parents will also be informed of the incident, with a clear explanation of the event and the rationale for using reasonable force.

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully. They will also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

MONITORING, EVALUATION AND REVIEW

This policy will be promoted and implemented throughout the school.

The DSL will ensure that accurate records of all behaviour incidents are logged on SIMS and CPOMS and reported to

the full Local Governing Body termly. Behaviour and achievement data will be analysed by the Pastoral Leaders who will support the DSL in reviewing this policy to assess its implementation and effectiveness and re-design further strategies to improve procedures if necessary.

It is the responsibility of the Headmistress to implement the school's Behaviour for Learning strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to deal with inappropriate incidents. The Headmistress can also report to the Governing Body about the effectiveness of this Policy on request.

The Governing Body will monitor incidents that do occur, and review the effectiveness of this policy and the school's behaviour for learning strategies annually. The Governing Body will not condone any inappropriate behaviour and any inappropriate behaviour that impacts on student/staff health, safety and wellbeing will be taken very seriously, and dealt with appropriately.

A parent/carer who is dissatisfied with the way the school has dealt with an incident can make a complaint to the Chair of Governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.