



Calday Grange
Grammar School

BEHAVIOUR POLICY

Approved by Full Governing Body:
Date of next review:

29th November 2018
September 2019

INTRODUCTION

Behaviour Policy Statement:

Governing bodies have a duty (under section 175 of the Education Act 2002) under paragraph 7 of schedule 1 to the Education (Independent Schools Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of students. This policy identifies the strategies and processes used to provide a safe and supportive environment for all students.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).

What the law says:

The head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that students complete assigned work; and which
- regulate the conduct of students

The Aims of the Policy:

- To promote positive Behaviour for Learning.
- To define the role of all staff in promoting standards of behaviour consistent with engendering effective learning.
- To make clear to students what is expected of them.
- To state what is expected from parents and carers.
- To provide guidance on consistent use of rewards and sanctions systems.

The standard of behaviour expected of all students is included in the school's home-school agreement which the school invites (the school is required to ask) parents to sign following their child's admission to a school.

It is the schools expectation that students will work as part of the community and that we will in most cases for most of the time be able to encourage and praise good achievement and good behaviour.

Our ethos

This can be summarised in one word **RESPECT**. Respect for each other's views, respect for community values, respect for each other's rights, respect for our surroundings, respect for members of the wider community in which we live.

Behaviours of teachers that reflect the ethos:

Teachers set the tone for appropriate behaviour for learning by maintaining positive attitudes at all times and promoting high expectations for all.

- Teachers should ensure that learning objectives are clear, lessons are well organised, interesting and appropriate and that work is differentiated.
- In the classroom, teachers should set clear expectations, be fair and engage students while applying any behaviour policies.
- Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and appropriate rewards.

Behaviour expected from students to reflect the ethos:

Students are expected to be polite and show consideration towards each other and towards all school staff. Students are invited to contribute to determining school behaviour-management policy through representation to the school council. The following principles underpin this behaviour management policy.

- Students are required to dress neatly in the specified school uniform or other clothing as specified for practical work and other physical activities.
- Students must follow all health and safety regulations in classrooms and around the school including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
- Students should never make racist, sexist or other abusive or humiliating remarks.
- Students must never resort to physical violence.
- Students must demonstrate appropriate behaviour when travelling to and from school. Normal school rules apply in relation to issues such as smoking etc.

Partnership with parents/carers to reflect the ethos:

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

- Parents/carers are required to use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.
- Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate particularly the application of sanctions and the treatment of anti-social behaviour.

Detentions in after school hours can be set, and parents will be informed in advance. Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that students can return home safely at a later time.

Positive Behaviour for Learning

It is the aim of the school to provide a working environment where all students can realise their full potential in a calm, supportive and stimulating learning environment.

- Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
- By making the expectations of good behaviour explicit, the school can create a positive atmosphere that supports effective, personalised learning.
- Students will be helped to understand the advantages of good behaviour in pursuit of supportive and positive relationships with others both now and into the future.
- Staff and students must share the responsibility for ensuring that health and safety obligations are not jeopardised by unacceptable behaviour.
- Students with more complex needs will receive additional intervention and support as appropriate.

The most important way to maintain a positive atmosphere is to consistently deliver high quality lessons to students. Our expectation is that the **vast majority of situations are dealt with and diffused within the classroom.**

We believe that students will reflect and copy what they see, so staff model respect and have a positive approach to behaviour management.

The key features of a positive approach are:

- Clear and consistent routines.
- Regular and sustained use of praise and reward.
- An emphasis on positive rather than negative statements.
- Redirection of children towards success rather than highlighting mistakes.
- Actively seeking to build and maintain positive relationships.

Guidance on Rewards and Sanctions:

Rewards

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Maintained high standards of work
3. Good or outstanding pieces of work.
4. Effort in class or for homework.
5. *Outstanding effort or achievement in extra -curricular activities.*
6. *Service to the school or local community.*

See appendix one for the current guidelines on reward and praise.

Behaviour strategies and the teaching of good behaviour

General principles of correction.

- **Behaviour is improved and modified by good relationships, positive direction and praise.**
- **Sanctions and punishments only limit poor behaviour.**
- **Sanctions should bring justice not seek revenge**

Staff and parents should be leading students and demonstrating how to create, maintain and mend relationships.

When the school will act to maintain discipline

When the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform or in some other way identifiable as a student 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 (a school's powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff).
- Posing a threat to another student or member of the public or
- Acting in a way which could adversely affect the reputation of the school.

Disciplinary sanctions adopted by the school

- Verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as a sanction (not including lines)
- Loss of privileges
- Detention, including break time, lunch time, after school and on INSET days
- School based community service (litter picking classroom tidying etc)
- Regular (daily, weekly) reporting to a staff member including subject and year reports
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Clarification on some aspects of maintaining safety and good discipline

The power to discipline applies to all paid staff with responsibility for students.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them

Confiscation of inappropriate items

What the law allows:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Items confiscated will be available for collection by the student at the end of the day in the case of non-prohibited items (sweets/ phones/ other electronic devices etc). Other items will be held for collection by parents at an agreed time, disposed of or handed to the police depending on their nature.

To maintain a safe environment for all:

The Headteacher has authorised Senior Leadership Team members, pastoral Heads of Year, and the Head of Faculty (pastoral) to undertake searches.

The school is legally entitled to search **without consent** for items which would threaten the safety of other students or staff. These include:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

In addition to the above list we assert the right to search for

Cigarette lighters

Vaping paraphernalia

Laser pointers

Stink bombs

Goods in quantities that are likely to be sold.

Any materials which are likely to be used for disruptive purposes (water, water bombs, balloons, foodstuffs etc)

Other than these items, searches will be carried out with student consent.

Power to use reasonable force

The school does not recommend nor intend to employ force except in exceptional circumstances but the law provides members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Appendix

Rewards and Sanction guidelines

Rewards and sanctions have been presented in a grid form.

The numbers in the box suggest an incremental pattern suitable for escalation. These are a guideline only and each case should be considered individually.

Sanctions

It is not a practical solution to list sanctions for all misdemeanours. This guidance is based around, and consistent with the rights and responsibilities outlined earlier in the document.

What is offered is **guidance**, there needs to be an element of judgement in all cases to ensure as far as possible that we are being just.

Escalation

If a sanction is not working after being awarded two or three times it is probably not going to, which is why there is a need for escalation. The behaviour progression grid gives a representation of escalation and allows parents and students to see visually the consequences of their behaviour.

Rewards

Rewarding students is one of the underpinning principles of our behaviour policy.

**Rewards change behaviour
Sanctions only limit behaviour.**

Rewards should be accessible to all and not just for the academically gifted who come top.

Achievement	Verbal reinforcement	Written comments (book/ diary)	Commendation (Yr 7-9 Diary)	Letter home
Following routines	1			
Special effort	1	2	3	4
Sustained effort	1	2	3	4
Improvement	1	2		
Sustained improvement	1	2	3	4
Notable actions/ contributions		1	2	3
Notable achievement			1	2

Notes

Following routines:

Special effort:

Sustained effort:

good

Improvement/ sustained improvement:

Notable actions:

Notable achievements:

Verbal reinforcement is really important for successfully establishing routines. Thank you for remembering how we.... Etc.

A noticeable effort for a single piece of work. If it is an important piece of work (assessment or whatever) a letter home may be appropriate.

We have to recognise effort separately from attainment. Students of whatever standard must be able to access recognition for effort.

Improvement recognises a **change** in quality.

Contribution to open evenings, charity initiatives etc.

Academic achievement etc.

Sanctions guidelines. These are guidelines only. Incidents are assessed individually Initiatives taken by teacher /FT/ HoF

Offence	Verbal warning/ choice sanction	Entry on SIMS	After school detention	Exit room (temporary)	Form report for 8 or more entries	Faculty report for 6 issues in a subject	Initiatives taken by HoY/ SLT.		
							HoY report	Deputy heads report	Internal suspension/ fixed term exclusion/ Exclusion
Low level disruption (i)	1 (X3 max)	2	3	3	4	4	5	6	7
Inadequate personal organisation (iv)	1 (X3 max)	2	3		4	4	5		
Antisocial behaviour	1 (X3 max)	2	3	5	4		6		
Inadequate work (i),(ii).	1 (X3 max)	2	3		4				
Actions likely to lead to personal injury		1	2	3	4	4	6		
Actions likely to lead to property damage		1	2	3					
Actions likely to cause an individual to feel unsafe or threatened		1	2	3	4		5	5	6
Action causing actual physical injury			1	2			3		4
Action causing property damage					1		2	3	4
Malicious allegations/ Bullying/ intimidation/ Refusal to follow instructions in conflict situations/ obscene or foul language directed at staff (iii). Illegal drug use/ supply				1			2	3	3

Note

- (i) These sanctions should be presented on the basis of choice; if you continue to/ if there is another instance of... then...
- (ii) For insufficient work in a lesson use a 'choice' sanction. Missed homework not in by agreed extended deadline can go directly to 3 or 4.
- (iii) Obscene/ foul language used by a student when being reprimanded by a staff member will be treated as being aimed at the staff member
- (iv) Lateness is dealt with by a detention the following breaktime. Homework defaults are dealt with by a lunchtime detention the following lunchtime

Internal fixed term exclusions/ external fixed term exclusions

Exclusions will be set on an individual basis after careful consideration.

Workload impact assessment

The policy requires that staff discharge reasonable duties in managing, recording, monitoring/ and analysing student conduct data. The role of the FT has been changed with full consultation (reduced in respect of preparation and delivery of PHSE) to provide time. There should be no negative impact on staff.

The correct discharge of these duties will reduce the likelihood of disruptive behaviour in class and increase the likelihood better learning.

Performance indicators

Interrogation of SIMS will allow analysis of trends in all recorded categories. We anticipate a reduction in recorded issues in all categories.

Underperformance should be impacted upon. An analysis of value added for all subsets should identify on-going trend