

KIRKHAM GRAMMAR SCHOOL

POLICY DOCUMENT

BEHAVIOUR, REWARDS AND SANCTIONS

This policy applies to Kirkham Grammar Senior School (KGS) only.

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| Policy number: 7 | Originating date: February 1998 | Date last reviewed: July 2023 | Next review: July 2025 |
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Kirkham Grammar School is dedicated to ensuring that the school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of this community and all work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions. Everyone should treat one another with dignity, kindness and respect.

The school believes that the encouragement of positive behaviour patterns promotes good relationships throughout, built on trust and understanding. Through the use of this policy, pupils are supported in developing a high level of social awareness, thus ensuring that they leave school with the key skills required to continue to progress to the best of their ability in all areas of life.

AIMS

- To ensure an environment where all pupils can learn effectively.
- To provide an atmosphere where self-discipline is encouraged.
- To ensure the highest standards of behaviour by all pupils.
- To ensure good manners by pupils in all areas of school life.
- To ensure that pupils complete the work set by their teachers.
- To generate an atmosphere of mutual respect between pupils and staff.
- To ensure a consistent approach to any sanctions used and develop, within each pupil, knowledge of what is appropriate behaviour within the community and what is not, whilst recognising that some pupils require a more personalised approach.
- To ensure that poor behaviour is dealt with at the lowest level appropriate to any misdemeanour and to previous incidents.
- To encourage a positive relationship with parents/carers and to develop a shared approach involving them in the implementation of school policy.
- To encourage the health, safety and well-being of all pupils and staff.

- To encourage senior pupils to set a good example to their younger counterparts.
- To take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, which includes protection from bullying.

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice and Schedule 1 of the Education (Independent School Standards) Regulations 2014.

LINKS WITH OTHER POLICIES

This policy is linked to the following policies:

Exclusions Policy
Safeguarding Policy
Mobile Phone and Smart Watches Policy
Anti-bullying Policy
Whistleblowing Policy
Uniform Policy
E-Safety Policy
Staff Handbook

KEY DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and behaviour expectations
- Any form of bullying
- Selling goods to peers unless as part of an organised charity activity
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, e-cigs, and associated paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the member of staff nominated by the Head will make the report.

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

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

CONFISCATION, SEARCHES, SCREENING

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Staff will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head.

The law states that the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that an authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness only:

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – eg I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact a member of the Pastoral team to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (eg a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including: desks, lockers and bags. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

STANDARDS AND EXPECTATIONS

The School Community have a duty to follow the standards and expectations of our 3 Rs which are displayed around the school, noted in transition booklets, pupil organisers and referenced in school reports. (A detailed Code of Conduct can be found in the Staff Handbook)

- Ready to Learn;
- Responsible in their behaviour and actions;
- Respectful towards each other and their environment.

ROLES AND RESPONSIBILITIES

Pupils

All conversations with pupils regarding behaviour should reference and reaffirm the 3 Rs. Pupils will be reminded to meet the behaviour standards and supported when there is a requirement to reflect on their behaviour.

Pupils are expected to:

- Move around the school in a quiet and orderly manner.
- Be polite and respectful in all interactions with every member of our school community.
- Stand when a teacher or visitor enters the room.
- Be punctual, fully equipped and ready to learn.
- Engage and contribute in lessons and try their best at all times.
- Respect the work, effort, point of view and contribution of others.
- Take a pride in each piece of work completed and look after exercise and text books.
- Dress smartly in full uniform in accordance with the Uniform Policy.
- Look after the school environment, keeping classrooms and other areas of school tidy. Always put litter in a bin.
- Switch off mobile telephones during the school day.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

School Officials

School Officials will carry out duties around school and act as role models of excellent behaviour and appearance. They are also expected to reinforce the 3 Rs if necessary.

Staff

All staff are responsible for ensuring that the expectations of pupil behaviour, as set out in this policy, are fulfilled. They will:

- Create a positive and supportive environment promoting an orderly and calm atmosphere in which all feel secure and safe.
- Implement the Behaviour Policy consistently and reinforce the 3R's. (See Appendix 2 for Classroom Expectations.)
- Model positive behaviour and promote high expectations.
- Promote high standards and moral values through assemblies, tutorials and PSHE lessons.
- Challenge behaviour that is unacceptable and log negatives if appropriate, on iSAMS. (See Appendix 1 for detailed Stages).
- Provide a personalised approach to meet the needs of individual pupils by following recommendations in Pupil Passports.
- Celebrate and reward good behaviour and pupil achievement and log distinctions/recognitions on iSAMS.
- Ensure that concerns of pupils are listened to and addressed.

Head

The Head will be responsible for the day to day implementation of the policy and procedures and will ensure that the school environment encourages positive behaviour. The Head will also support staff in dealing effectively with difficult behaviour.

Parents and carers

By accepting a place at our school, parents are expected to:

- Support their child 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 their child's Form Tutor promptly
- Take part in any support/reinforcement work following misbehaviour
- Take part in the life of the school and its culture

While it is not the case that every incident needs to be communicated to parents, the school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and working in collaboration with them to tackle behavioural issues.

The Governing Body

The Governing Body will establish and keep under review this policy for the promotion of good behaviour.

REWARDS AND SANCTIONS

Rewards

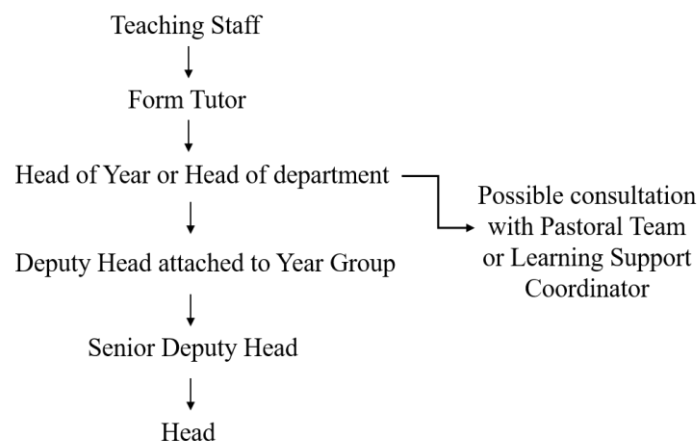
- Pupils thrive on immediate feedback for making the right choices. The place of verbal praise remains key in maintaining a positive classroom culture and ethos.
- Beyond the lesson, members of staff may telephone, write or email parents or carers to pass on positive feedback. Maintaining good and effective communication within the school and between home and school is fundamental.
- Written praise and positive feedback may be given in the form of postcards and e-certificates.
- All staff are responsible for utilising the school reward system by celebrating and rewarding **effort, achievement and service** under the umbrella of the 3R's. Such rewards are recorded onto iSAMS as distinctions (First to Third Year) or recognitions (Fourth to Sixth Form) and are visible on the Parent Portal.
- Pupils in the First to Third Year are awarded distinction certificates at the end of each term and in the end of year assembly; when those with the highest totals are congratulated by the Head for their efforts. Certificates are awarded when the following totals are reached: 20 Bronze, 40 Silver, 60 Gold, 80 Platinum, 100+ Diamond.
- In the Fourth to Sixth Form, recognitions are totalled at the end of every term by the Head of Year and announced in Year Assemblies. Totals are cumulative over 4 years. Bronze = 50 Recognitions; Silver = 100 Recognitions; Gold = 150 Recognitions; Platinum = 200+. A credit card will be given to students once they reach each level and these are linked to privileges. (Details of privileges are explained in the Staff Handbook).

Sanctions

- The school implements a range of strategies to deal with inappropriate behaviour, including minor offences, which will usually be dealt with on the spot by individual members of staff.
- Staff should, in the first case, employ a range of suggested strategies to deal with poor behaviour (see Appendix 3 for more information).
- Sanctions employed by staff include the awarding of negatives to pupils when standards and expectations are not met. The number of negatives accrued lead to lunchtime, afterschool or Saturday detentions or for more serious misdemeanours, detentions can be given in their own right. (See Appendix 1)
- At the end of each academic term, pupils are given a 'clean slate'. Negatives are not 'carried over.' However, if a pupil fails to attend a detention at the end of a term, this detention is rescheduled for the following term.
- Although a 'clean slate' is issued each academic term, pupils cumulative negatives remain recorded. If termly behaviour continues to be of concern then further action may need to be taken.

STRUCTURE

Any misdemeanour by an individual pupil should be dealt with through the following structure of responsibility which is dependent upon the severity of the incident. Reference should also be made to Appendix 1, 'Sanction Structure and Information'.



RECORDING INFORMATION

Negative incidents recorded on iSAMS will be seen by parents/carers, by means of a drop down box. If more information is needed around the behavioural circumstances of giving a negative, teaching staff should email the pupil's Form Tutor. However, for a STAGE 2, 3 or 4 concern, more detailed written notes about the incident should be recorded on CPOMS and include:

- Date and time of incident.
- Name of pupil(s) involved.
- Names of witnesses.
- Brief statement of incident and all action taken.
- If CCTV footage is required to investigate an incident, Deputy Heads; Heads of Year or the Pastoral Manager must request permission for this from the Head.
- Any incidents recorded on CPOMS should be shared with relevant staff, (Form Tutor; Head of Year and Head of Department if relevant) and should always include the DSL and DDSLs. Any original statements/documents relating to the incident should be scanned and attached to the CPOMS report. Original copies should then be passed to the Pastoral Office to be stored in the pupil's file.

MONITORING AND EVALUATION

- Pupils will be encouraged to give feedback on their experience of the behaviour culture, through Pupil Voice, to support the evaluation, improvement and implementation of this policy.
- The Form Tutor monitors tutees' behaviour/appearance through the awarding of Distinctions/Recognitions and Negatives received through iSAMS.
- If Form Tutors identify tutees going above and beyond expectations or identify any issues or trends in poor behaviour, they share this information with the relevant Head of Year or Head of Department.

- Heads of Year and Heads of Department also monitor patterns of excellence and poor conduct.
- The school recognises 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, everything possible will be done to ensure that the appropriate support is provided.

INTERVENTION BY OTHER AGENCIES TO PROVIDE PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 and SEND Code of Practice to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Where appropriate, assistance from the Head of Learning Support or members of the Pastoral team may be sought which may result in making referrals to appropriate outside agencies to determine whether a pupil exhibiting challenging behaviour has an unmet need. At no time however, will disruptive behaviour be allowed to affect the education of others.

SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, strategies should be considered to help pupils understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- A phone call with parents;
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- Considering whether the support for behaviour management being provided remains appropriate.

These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

Kirkham Grammar School
Registered Charity No: 1123869 and Registered Company No: 6195985

SANCTION STRUCTURE & INFORMATION

| <u>STAGE 1</u> | |
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| Examples of behaviours that would be dealt with by the subject teacher, form tutor & teacher on duty. | |
| Inappropriate behaviour in class | <ul style="list-style-type: none"> ▪ Private warning 1 (Pupil reminded of expectations) ▪ Private warning 2 (Pupil reminded of expectations and consequences if attitude/behaviour is not modified) ▪ Private warning 3, add negative to iSAMS, explanation given to the pupil as to the reason for issuing the negative. 5/10 min detention at break or lunchtime supervised by the member of staff giving the negative. Restorative conversation with teacher to take place during the detention. (Form Tutor automatically informed & should discuss with pupil) <ul style="list-style-type: none"> ▪ <i>Any continuing poor behaviour should be discussed by the Form Tutor with HOD if it is in one subject area or HOY if it is across different subjects. This may result with the Form Tutor contacting parents and recording on CPOMS)</i> |
| Homework concerns | <ul style="list-style-type: none"> ▪ 1st time - Homework warning 1 (Pupil reminded of homework expectations) ▪ 2nd time - Homework warning 2, add negative to iSAMS. 5/10 min detention at break or lunchtime supervised by the member of staff giving the negative. Restorative conversation with teacher to take place during the detention. (Form Tutor automatically informed & should discuss with pupil) ▪ 3rd time - Homework warning x 3, add negative to iSAMS, (Form Tutor automatically informed & should discuss with pupil & escalate pupil to HOD (STAGE 2)) |
| Late for lesson (allow 5 mins conveyance between P2-3 & 4-5) | <ul style="list-style-type: none"> ▪ 1st time - Late warning 1, record mins late on register in iSAMS (Pupil reminded of expectations) ▪ 2nd time - Late warning 2, record mins late on register in iSAMS & inform Form Tutor who should discuss with pupil. (Pupil reminded of expectations) ▪ 3rd time - Late warning 3, record mins late on register in iSAMS & add negative to iSAMS, 5/10 min detention at break or lunchtime supervised by the member of staff giving the negative. Restorative conversation with teacher to take place during the detention. (Form Tutor automatically informed & should discuss with pupil & escalate pupil to HOY (STAGE 2)) |
| Uniform & Appearance (obvious make up/ false eyelashes, acrylic nails, nail varnish; jewellery) | <ul style="list-style-type: none"> ▪ 1st time - warning given and Form Tutor notified by email - Form Teacher to speak with pupil and reinforce correct uniform policy. Remove jewellery, place in an envelope and pupil to collect at the end of the day from reception. Instruct pupil to remove make-up and false lashes. ▪ 2nd time - negative given and recorded on iSAMS - Form Tutor to send email to parents. Remove jewellery, place in an |

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| | <p>envelope and pupil to collect at the end of the day from reception. Remove make-up/eye lashes.</p> <ul style="list-style-type: none"> ▪ 3rd time - negative given and Form Tutor to escalate to STAGE 2. |
| Chewing Gum | <ul style="list-style-type: none"> ▪ Chewing gum is not permitted. ▪ 1st time - add negative to iSAMS (Form Tutor automatically informed & should discuss with pupil.) ▪ 3rd time - negative given and Form Tutor to escalate to HOY (STAGE 2) |
| Attendance | <ul style="list-style-type: none"> ▪ Form Tutor to speak with tutee about absence/lateness. ▪ Inform Pastoral Attendance Manager of any concerns or patterns in attendance they have observed. |
| Poor corridor behaviour/behaviour around school | <ul style="list-style-type: none"> ▪ Pupil is reprimanded for breaking the Code of Conduct. Depending on severity, verbal warning, negative on iSAMS (Form Tutor automatically informed & should discuss with pupil.) ▪ Form Tutor to escalate to HOY if repeated behaviour or serious misdemeanour (STAGE 2) |
| Breach of mobile phone policy 1 st incident. | <ul style="list-style-type: none"> ▪ Mobile phone warning 1, phone removed to the school reception for remainder of school day. Reception staff notify Form Tutor who speaks to the pupil. |

STAGE 2

Examples of behaviours that would be dealt with by Form Tutor; Head of Department (HOD) or Head of Year (HOY).

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| Escalation/repeated behaviours from STAGE 1 or not responding at STAGE 2 level. | <ul style="list-style-type: none"> ▪ Form Tutor may contact parents to detail any sanctions or have a discussion regarding STAGE 1 behaviours. ▪ Behaviour Report for two weeks to be monitored by FT daily; HOY weekly. ▪ HOY/HOD may sanction depending on severity of misdemeanour |
| Accumulation of 3 x Negatives | <ul style="list-style-type: none"> ▪ 30 minute lunch time detention with reflection work provided by the HOY/HOD, dependant on whether academic or pastoral. Supervised by HOD. ▪ HOY/HOD to email parents to inform them of detention. <i>Detention can override lunchtime activity at the discretion of the HOY/HOD</i> <i>Poor behaviour of a pupil in a lunchtime detention escalate to STAGE 3</i> |
| Uniform & Appearance (obvious make up/ false eyelashes, acrylic nails, nail varnish) | <ul style="list-style-type: none"> ▪ Lunch time detention and Uniform & Appearance Report. Focus of the report should be clearly stated on the card itself and parents/carers informed by Form Tutor. Form Tutor /parents to monitor report daily for two weeks. HOY to monitor weekly. ▪ Escalation to STAGE 3 if Uniform & Appearance Report not fulfilled. |
| Breach of Mobile Phone Policy 2 nd incident | <ul style="list-style-type: none"> ▪ Phone handed in daily at the school reception for the remainder of the school year. Reception inform HOY. HOY to notify parents. If phone not handed in by 9.00 am and pupil is in school, reception staff award a negative. |

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| Repeated late to lesson/registration | <ul style="list-style-type: none"> Minutes late are monitored by HOY and pupils are placed in lunchtime or afterschool detention reflecting the minutes (over a week) they are late. HOY to notify parents. |
| Attendance | <ul style="list-style-type: none"> HOY & Pastoral Attendance Manager to agree action plan & HOY to detail any sanctions required for persistent lateness & poor attendance which will involve contacting parents and/or parental meeting. |

STAGE 3

Examples of behaviours that would be dealt with by **HOY/HOD or Deputy Head** attached to the Year Group.

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| Escalation/repeated behaviours from STAGE 2 or not responding at STAGE 3 level. | <ul style="list-style-type: none"> HOY/ HOD will contact parents to detail any sanctions or have a discussion regarding STAGE 2/3 behaviours. Behaviour Report for two weeks to be monitored by HOY daily; Deputy Head weekly. HOY/HOD may sanction depending on severity of misdemeanour, transfer Behaviour Report to Deputy Head for two weeks or escalate to STAGE 4. |
| Accumulation of 6 x Negatives/one off moderate misdemeanour | <ul style="list-style-type: none"> One hour after school detention. HOY/HOD to notify parents through the Head's PA. Detention supervised by Senior Leadership Team. Reflection work provided by the HOY/HOD, dependant on whether academic or pastoral. Pupils are not allowed to represent school on the day of the detention. |
| Aggressive behaviour towards pupils and staff | <ul style="list-style-type: none"> Pupils interviewed by HOY. Sanction decided on severity of incident. Could be escalated to STAGE 3 or 4. |
| Bullying/ Unkind Behaviour | <ul style="list-style-type: none"> Investigated by HOY with support of Pastoral Manager. Sanctions to be determined based on findings and with consultation from the Deputy Head attached to the year group. |
| Misuse of IT | <ul style="list-style-type: none"> Investigated by HOY with support of Pastoral Manager. Sanctions to be determined based on findings and with consultation from the Deputy Head attached to the year group. |
| Continued breach of Mobile Phone Policy | <ul style="list-style-type: none"> Failing to hand mobile phone into reception. Reception notifies HOY. HOY to see pupil. Negative given for each day phone not handed in. HOY to contact parents and after school detention. |
| Uniform & Appearance (obvious make up/false eyelashes, acrylic nails, nail varnish) | <ul style="list-style-type: none"> After school detention and a Uniform & Appearance Report with HOY. Focus of the report should be clearly stated on the card itself and parents/carers informed by HOY. HOY/parents to monitor report daily for two weeks. Deputy Head to monitor weekly. HOY may transfer the Appearance Report to the Deputy Head attached to the Year Group for two weeks or escalate to STAGE 4 if no improvement. |

STAGE 4**Examples of behaviours that would be dealt with by Senior Deputy Head or Head.**

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| Accumulation of 18 x Negatives/one off serious misdemeanour/repeated serious misdemeanour | <ul style="list-style-type: none">▪ Saturday morning school detention.▪ Detention supervised by the Head.▪ Pupils are not allowed to represent school for a week that is determined by the Head.▪ Letter to parents from Head's PA. |
| Uniform & Appearance (obvious make up/false eyelashes, acrylic nails, nail varnish) | <ul style="list-style-type: none">• A pupil who refuses to follow the uniform and appearance policy, following Stage 1, 2 and 3 may be requested to be collected by parents.• Pupils may be asked to attend a Saturday detention at the Head's discretion. |
| Serious poor behaviour | <ul style="list-style-type: none">• At the Head's discretion this may result in a Saturday detention; a temporary exclusion or a permanent exclusion. |

CLASSROOM EXPECTATIONS

This Code of Conduct for classrooms should be applied by all staff and followed by all pupils.

Inevitably there may be some differentiation based upon the age of pupils but good practice should be maintained at all times.

BEFORE LESSONS

- Pupils must arrive promptly for lessons.
- Pupils may wait in rooms for the start of a lesson unless instructed to wait outside, in which case they should line up in single file in the corridor ensuring they do not block the thoroughfare.
- Pupils wait quietly for the bell. If a member of staff has not arrived within 3-5 minutes a member of the teaching group should go to School Reception and/or the Staff Common Room to enquire their whereabouts.
- After entering the classroom pupils should stand until told to be seated.

DURING LESSONS

- Pupils must bring appropriate equipment to ALL lessons.
- Eating, drinking and chewing are not permitted.
- Pupils must put up their hand if they wish to ask or answer a question.
- If a visitor enters the classroom all pupils must stand.
- Pupils should work purposefully and at no time disrupt the work of other pupils by their behaviour.

END OF LESSON

- The bell is a signal for the teacher NOT for the pupil. Pupils should only pack away when instructed.
- Chairs and stools must be pushed under desks and any litter placed in the bin before departure.

BETWEEN LESSONS

- Pupils should move purposefully and directly from one lesson to the next.

APPENDIX 3

DEALING WITH INAPPROPRIATE BEHAVIOUR

From time to time the behaviour of some pupils will need to be managed effectively in order to maintain the optimum learning environment.

| Strategy Checklist | | | |
|--------------------|---|--|--|
| | Remind and rehearse class routines with pupils | | Ask a colleague to observe the problem in the classroom |
| | Introduce/change seating plan | | Enlist support of colleagues to adopt a common approach to the problem |
| | Implement system for rewarding rule compliance | | Meet the pupil(s) on a regular basis to discuss progress and problems |
| | Check for information about any learning difficulties | | Identify a specific response to cheek, backchat which retains your authority and positive working relationship |
| | Consult with pastoral staff for background information | | Identify a specific response to serious and challenging behaviour |
| | Match tasks to ability | | Impose informal sanctions and supervise them personally |
| | Generate a positive classroom atmosphere | | Exclude the pupil from the lesson for a short period |
| | Identify circumstances associated with behaviours | | Enlist parental support via correspondence or meetings |
| | Alter the structure of the lesson | | |
| | Implement a specific programme to encourage positive pupil behaviours | | |
| | Set achievable goals and acknowledge small gains of attainment | | |
| | Show positive interest in pupil's hobbies and accomplishments | | |
| | Interact with pupils around school/clubs/trips | | |