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# Royal Grammar School

## Behaviour Policy

### 1. Introduction

The Royal Grammar School is highly regarded in the local and national community and recognises the value of good relationships between all members of the school. High aspiration and achievement combined with mutual respect are fundamental to the aims of the school. There must be commitment on behalf of all stakeholders to uphold the high standards and values that we expect. Good behaviour is implicit in these expectations and is essential in maintaining the orderly environment necessary for effective teaching and learning. Every student should seek to attain maximum effort and good conduct and we expect all staff to take the same initiative in maintaining these standards, inside and outside the classroom. It is important that students feel recognised for their achievements and the use of praise is encouraged as an effective means of positive behaviour management. Good planning, positive role modelling, effective teaching and the consistent and fair use of rewards are deemed an effective way of ensuring that few serious behavioural problems develop. Since behaviour at RGS has been acknowledged as 'Outstanding' it is recognised that the majority of behavioural or work related problems should be tackled without the need for significant sanctions. However, if the need arises, school policy should be followed as quickly as possible to achieve resolution on the basis that good discipline provides a secure basis for a happy, secure and high achieving school.

This policy should be read in conjunction with other related policies:

- School Rules
- Home-School Agreement
- Sixth Form Agreement
- Anti-bullying Policy
- Acceptable Use of ICT Systems and Learning Gateway Policy
- Preventing Radicalisation Policy
- Valuables Guidance

Further guidance and expectations of students and staff are also available in Pupil Planners, on the VLE and in the Staff Handbook.

### 2. Expectations

Detailed expectations of behaviour are indicated in specific policies and school documents but in general we expect students to respect themselves, their peers, school staff, visitors and the school environment. We

also expect students to aspire to achieve their best in the classroom, in their relationships and in extracurricular activities.

A high standard of self-discipline is expected of all students both in and out of school. The Headmaster expects that any reasonable request by any member of staff should be carried out at once and without argument. Students need to be aware that the school will take action to discipline any student whose behaviour does not fall within the standards accepted at RGS.

Students' behaviour outside school, on school business – for example, on school trips or away fixtures – is subject to the RGS behaviour policy. Poor behaviour in these circumstances will be dealt with as if it happened in school.

For behaviour outside school, but not on school business, the Headmaster may discipline a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole or if the action might bring the school into disrepute.

Unacceptable behaviour in the immediate vicinity of the school or on a journey to or from school will be subject to the sanctions of RGS.

Students learn of our expectations and of their role and responsibilities in many ways. Students sign the Home-School Agreement when they join the school. The Sixth Form sign their Agreement at the beginning of Year 12. There are notices in Form Rooms indicating the School Rules and the Code of Conduct of the class room. Form Tutors and Subject Staff regularly reinforce behaviour expectations and remind students of relevant policies such as the School Rules, the Anti-Bullying Policy, the Acceptable Use of ICT Systems Policy and the Homework Policy. PSHCE lessons also focus on behaviour management issues for example bullying and relationships. "Thought for Thursday" work for extended form periods and assemblies are on a variety of topics and they often stress the values of respecting others and aspiring to achieve the best in a variety of contexts.

### **3. Roles and Responsibilities**

Governors, staff, students, parents and carers are all expected to uphold the policy, its principles and the ethos and values of the school. The expectation is that all stakeholders will work in partnership to maintain high standards of behaviour both in and out of school. It is also expected that all stakeholders will model good behaviour to the other members of the school community.

### **4. Rewards**

We seek to acknowledge, reward and value achievement, success, progress, effort and good behaviour and attitude. We also recognise that appropriate praise and rewards actively promote good and improved behaviour by the students. We recognise and reward students by:

- verbal and written praise and positive feedback
- achievement points on SIMS
- House Points
- Recognition Marks
- Praise Cards
- meetings with Heads of Year
- meetings with members of the Senior Team or the Headmaster
- comments on reports and in Pupil Planners

- letters home
- public praise in assemblies
- awards and certificates in assemblies
- privileges and responsibilities (e.g. position on Year or School Council, Prefect)
- Colours and Diplomas of Merits and Prizes at Prize Giving.

## 5. Sanctions

The vast majority of students at the school are a credit to the school, to their families and to themselves and should receive few sanctions. Where sanctions are necessary, staff are encouraged to be consistent and fair and to ensure that support is offered where necessary. Staff are also encouraged to:

- Admonish the behaviour not the person
- Avoid early escalation to severe sanctions, reserving them for serious or persistent misbehaviour
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Take account of individual circumstances, for example a student who has not completed his homework because of a family crisis
- Encourage students to reflect on the effects of their misbehaviour on others.

The strategies and sanctions for inappropriate behaviour include:

- non-verbal communication
- expectation reminder
- verbal warning or admonishment
- reminder of consequences of misbehaviour
- behaviour note and points on SIMS
- a student moved in class
- a talk with a student
- break or lunch time detention
- after school detention
- a detention with a Head of Year
- a detention with a member of the Senior Team
- a phone call home
- punctuality check card
- behaviour / work check card (monitored by the Form Tutor, Head of Department or Head of Year)
- modifying behaviour agreement
- removal from a class and a referral to a member of the Senior Team
- loss of privileges
- a meeting with parents/carers
- a restorative justice meeting
- Saturday morning detention
- attendance at school during staff training day (holiday for students)
- exclusion from school visits, teams and events
- withdrawal from lessons
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion.

In accordance with the DfE regulations the school will inform parents of any after school detention issued, giving a minimum of 24 hours' notice. It should be noted that the school does not seek the permission of parents; the notice is given merely to inform them of the action.

This is not a complete list and the Headmaster reserves the right to impose any form of sanction up to and including permanent exclusion. For some offences, other bodies may take action, notably the police when the law has been broken, or the examination boards when malpractice occurs. For some offences, the outcomes may be externally mandated.

## **6. Physical Intervention / Positive Handling**

Our policy on the use of physical restraint complies with Department for Education guidance, "The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies" July 2013. This policy states that staff must only ever use reasonable force as a last resort, e.g. to prevent pupils from committing an offence, injuring themselves or others or damaging property. Reasonable force is used either to control or restrain pupils. Control generally implies passive physical contact such as blocking a pupil's path or physical contact like leading a pupil by the arm away from a situation which might escalate. Restraint means to hold back physically or to bring a pupil under control, such as dealing with pupils who are fighting and who refuse to separate. At all times staff should try to avoid causing any injury to pupils. Incidents where physical intervention/positive handling has been used should be recorded by staff in the log held by the Student Development Team Administrator and signed by an adult witness.

## **7. Serious breaches of the Behaviour Policy**

Serious breaches of the school's expectations of behaviour, or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, can lead to an internal or external exclusion. Internal exclusion involves the student being isolated from other students in school during the school day. External exclusions can be for a fixed number of days (currently up to a maximum of 45 days in a school year). During the first 5 days of any exclusion work will be set by the student's teachers and the student will be required to complete the work. Section 103 of the Education Act 2006 places a duty upon parents in relation to an excluded student. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every fixed period or permanent exclusion. From the sixth day onwards of the exclusion the school will make alternative arrangements for education which may entail attending another establishment to receive education.

Sometimes exclusions can be permanent. On occasions, it might be necessary for the Headmaster to exceptionally convert a fixed period exclusion into a permanent exclusion. The reasons for this will be made clear to parents and will be informed by school policy, the governing body, advice from the Local Authority and the Secretary of State's guidance.

In the interests of natural justice, the school would wish to consider the previous behaviour of the student involved.

The following would normally incur an exclusion of a fixed term or permanent nature. DfE guidance is followed.

1. Serious breach or challenging of school rules or policies
2. Violent or intimidating behaviour to another student
3. Persistent bullying including cyberbullying, homophobic/LGBT and racist bullying
4. Theft of any sort, irrespective of monetary value

5. Drug, tobacco and alcohol use whilst under the jurisdiction of the school
6. Bringing alcohol or drugs into school
7. Offences against staff, particularly those of a slanderous, libellous, physical, sexual nature or accompanied by insolent or sexual language
8. Proven malicious allegations against staff
9. Acts, or possession of materials of an indecent or sexual nature
10. An act which brings the school into disrepute
11. Misuse of ICT equipment and the internet
12. Irresponsible conduct which results in damage to property or injury to others
13. Repeated acts of misbehaviour
14. An uncooperative response to a reasonable request or instruction.

The instances listed above 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.

## **8. Permanent Exclusion**

A decision to exclude a student permanently is a serious one and is used only in exceptional circumstances. 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 exhausted all available strategies for dealing with the student and should normally be used as a last resort. However, there will be exceptional circumstances where it is appropriate to permanently exclude a student for a first or “one off” offence.

The following behaviours are examples of where such decisions might be taken:

- Serious actual or threatened violence against a member of staff.
- Serious actual or threatened violence against another student.
- Sexual abuse or assault of a student or a member of staff.
- Possession, use or supplying an illegal drug on school premises.
- Carrying an offensive weapon.

## **9. Investigating Incidents**

The school will investigate serious reported incidents of student behaviour and will seek to complete investigations within a reasonable time scale, which should not exceed five days. As part of investigations staff may ask students to write an Incident Report outlining the circumstances of an incident. This is normal school procedure and helps to clarify the circumstances of an incident.

In situations where it is suspected students may have brought inappropriate materials into school, for example drugs, alcohol, cigarettes, offensive weapons etc. students will be interviewed by Heads of Year and members of the Senior Team. As part of this process they will be asked to empty their pockets, remove their shoes, and take the contents of their bags out. When undertaking this procedure, there will always be two members of senior staff present. If a student is found to be in possession of inappropriate materials, such materials will be confiscated. Items that are confiscated will be held in school until agreement has been reached with parents about the return of such items; those items belonging to the student will only be returned to the parent. In some circumstances, it may be necessary to pass confiscated items to the police, for example stolen goods, drugs or offensive weapons, including knives. A log of the interview and check will be kept.

Schools have the power to search a student, with consent, as part of their authority to discipline. If staff have reasonable grounds for suspicion that a student has a knife, weapon, prohibited item or an illegal item they have the statutory power to search the student without consent.

#### **10. Understanding this Policy**

The Behaviour Policy will be reviewed annually. Students will be regularly reminded of the Policy by Form Tutors and in assemblies throughout the school year so that all students have a clear understanding of the expectations of the school and the circumstances in which sanctions will be invoked. Students can access the Behaviour Policy on the VLE and on the school website.

Whilst recognising its responsibilities towards each individual student, the Headmaster and the Governing Body are mindful that the school equally has a duty of care and responsibility for the protection of all students enrolled at the school.