Behaviour Policy
(Including Mobile Phone Guidance)

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1. Aims

RGS is founded on our fundamental values of Respect, Integrity and Aspiration. This provides the backbone of students' character development which is designed to enable all students, irrespective of background or circumstance, to flourish and succeed in all that they do. We respect all people and offer them kindness, and empathy whilst being accepting of our differences. We strive for integrity and act with courage, humility and honesty. We also expect all students to demonstrate the fundamental British values of democracy, rule of law, respect and tolerance and Individual Liberty

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. 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
- Any form of child-on-child abuse, including but may not be limited to:
    - Bullying
    - Abuse in intimate personal relationships between children
    - Physical abuse
    - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
    - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
    - Causing someone to engage in sexual activity without consent
    - Upskirting
    - Initiation/hazing type violence and rituals
    - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Assault
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Vapes, Tobacco and cigarette papers
    - 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 student).

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

For more information on the school's approach to bullying please refer to the Anti Bullying Policy and Anti Bullying Policy Guidance.

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headmaster to account for its implementation.

5.2 The Headmaster

The Headmaster is responsible for:

- Reviewing and approving this Behaviour Policy in conjunction with the Education Committee of the governing board.
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1).

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions

- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- 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
- Celebrate their child's successes
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- 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

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 the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Behaviour Policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Any reasonable request made by a member of staff should be carried out straight away and without argument

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's Behaviour Policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School Behaviour Curriculum

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 school website and a copy of the behaviour chart is displayed in each classroom along with the school and classroom rules.

Whilst recognising their 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.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff, visitors and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

We recognise that mobile phones are part of everyday life for many students and that they can play an important role in helping students to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others. Therefore:

- There is additional guidance on mobile phone use in appendix III of this policy
- Mobile phones must be turned off and kept in a bag or secure place i.e. a locker. They must not be seen or heard anywhere on the school site during the school day (8.40 – 3.30) except where the school has given permission for educational purposes
- Guidance for students on mobile phones who live in Fraser Youens Boarding House is contained in a separate document “Additional Guidance for Boarders and Staff on Mobile Phones and Tablets”.

Where mobile phones are used in or out of school to bully, intimidate or cause distress to others, the School has the right to intervene and apply appropriate sanctions; please refer to School Rules, Anti-Bullying Policy and Behaviour Policy & Behaviour Chart for further information.

7. Responding to Behaviour

7.1 Classroom management

- Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a welcoming and stimulating environment that encourages students to be engaged
- Display the behaviour chart and classroom rules
- Develop a positive relationship with students, which should include:
    - A calm start and end to the lessons
    - Establishing clear routines including retrieval of prior knowledge, use of AfL, MTD
    - Communicating expectations of behaviour such as silence when the teacher is talking, devices away when not in use and being respectful at all times
    - Highlighting and promoting good behaviour, using positive reinforcement and achievement points
    - Using the school's behaviour chart and conduct points to deal with low-level disruption.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy, on the school website, for more information.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

See the achievement types in Appendix 2.

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, after school or on a Saturday
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to the Subject Leader, Head of Year or a senior member of staff when appropriate.
- Email or phone call home to parents
- Agreeing a behaviour contract
- Putting a student 'on behaviour or work check'
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive interventions, including use of reasonable forceReasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our restrictive intervention policy for more information.

7.5.2. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Restraint incidents.

Please refer to our restrictive intervention policy for more information on this legal duty.

7.6 Confiscation & Searches

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

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

Searching a student

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

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 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 make sure 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 Headmaster, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. 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 student the opportunity to ask questions
- Seek the student's co-operation.

If the pupil refuses to agree to a search the member of staff will consider why this is. Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve
- Have had a previous distressing experience of being searched.

If the student 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 the Headmaster, Deputy Head Teacher or Student Development Lead to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student'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 (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots.

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including in:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present. A search can include possessions and outer layers of clothing. A metal detection wand may be used if it is suspected a student has a metal prohibited item (outlined in section 3) on their person.

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 student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on the schools search section of the master log.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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 student 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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

Police officers carrying out the search must be of the same sex as the pupil being searched.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

If the pupil's parent/carer would like to be the appropriate adult, the school will facilitate this where possible.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

An appropriate adult not of the same sex as the pupil may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil is permitted to be present, and the search will not be carried out in a location where the pupil could be seen by anyone else.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headmaster
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

If a pupil is found to be in possession of a prohibited item the staff member will alert the Headmaster, Deputy Head or designated safeguarding lead and the pupil will be sanctioned in line with this policy to ensure consistency of approach.

7.7 Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", 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.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

7.8 Off-site misbehaviour

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

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

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

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

7.9 Online misbehaviour

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

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

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.

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

7.10 Suspected criminal behaviour

If a student 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, a member of the school's SLT or the Head of Year 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.

7.11 Relationships in school

Any students found in a sexually compromising relationship could result in suspension/exclusion from school. We do however accept that there is the possibility of relationships within school and Boarding and there should be a clear understanding that these relationships cannot be of a sexual nature within the school or Boarding environment.

7.12 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be in line with our child protection and safeguarding policy.

Please refer to our child protection and safeguarding policy, on the school website, for more information.

7.13 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy, on the school website, for more information on responding to allegations of abuse against staff or other students.

8. Serious Sanctions

8.1 Detention

All Teachers may sanction break, lunch and after school detentions. Heads of Year and Senior Team Members may issue Saturday detentions.

Students can be issued with detentions during break, after school or on weekends during term time.

Adding a detention to a conduct point or through the detention manager section of Ed:Gen will inform the parents of a student on the parent portal..

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy (short of Suspension or permanent exclusion), the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students

- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headmaster.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as.

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the internal suspension log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headmaster.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a Special Educational Need or Disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

We will utilise staff who know individual pupils with SEND well, to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

The school can use additional techniques, such as:

- Short, planned movement break for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit close to the teacher
- Adjusting the uniform requirements for a student with sensory issues or who has severe eczema
- Training staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily or weekly contact with the Head of Year
- A report card with personalised behaviour goals
- A Pastoral Support Plan

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with training on managing behaviour, including rewards, sanctions, and support structures.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

Data will be analysed every term by the Assistant Head – Student development and regularly by the individual Head of Year.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headmaster and Education Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Head of the Education Committee.

14. Links with other policies

This Behaviour policy is linked to the following policies

- Anti-Bullying Policy and guidance
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Drug and substance abuse policy and statement
- Exclusions procedures county guidance
- SEND Policy
- Suspensions and Exclusions Policy

Appendix 1: Behaviour Chart

- **These are examples of behaviour and not an exhaustive list.**
- **Sanctions may change slightly based on the details and the nature of an incident.**
- **These sanctions apply during school hours, to and from school and whilst under the jurisdiction of the school. They apply to behaviour in and outside the classroom.**
- **All sanctions should be recorded on Ed:Gen Behaviour with the exception that L1 sanctions outside of the classroom do not need to be recorded on Ed:Gen.**
- **Behaviour points are awarded in the first three levels as a record of sanction.**

Level	Behaviour	Sanctions
L1	Lack of equipment which significantly hinders the learning of a student such as books and devices. Disrupting the learning of others Poor behaviour/ inappropriate language Lateness to lesson Uniform/appearance Late/poor/missed homework	Verbal Warning (Conduct Point)

L2	Repetition of L1 offence	Break/Lunch Detention (add on EdGen)
L3	Repetition of L1 and L2 offences Dishonesty/lying/uncooperative response to a reasonable request Offensive/inappropriate language towards another student or in the vicinity of staff Misuse of device:, unsupervised by staff, playing games Inappropriate behaviour in cover lessons/Library Late to school without an acceptable reason or twice in a week Breach of Health and Safety Regulations Eating inside buildings other than those which are designated eating areas (unless wet break) Chewing gum anywhere on the RGS site	After School Detention (logged on EdGen)
L4	Repetition of L1 L2 L3 offences or heightened level of seriousness of above offences Truancy Cheating or inappropriate use of AI in a major piece of work, test or exam Failure to attend an L3 detention without valid reason Being in the vicinity of smokers Being off-site without permission Isolated bullying incident Inappropriate use of technology including using a VPN	Saturday Detention (Issued by Heads of Year. SLT)
L5	Continued repetition or heightened level of seriousness of above offences Serious breach or challenging of school rules or policies Deliberate defiance Swearing at or making false accusations about a member of staff Fighting Inappropriate use of technology that causes hurt or offence to another student	Internal Suspension
L6	Repetition of L5 behaviour (heightened seriousness of offences) Smoking and or in possession of smoking equipment or e-cigarettes, vapes & nicotine pouches Possession or consumption of alcohol Violence, assault or intimidating behaviour Persistent bullying Child on Child abuse Any discriminatory bullying or abuse related to any protected characteristics Acts of sexual harassment or sexual violence Inappropriate use of technology that causes hurt or offence to a member of staff Theft (regardless of monetary value) Deliberate Irresponsible conduct which results in damage to property or injury to others An act which brings the school into disrepute Acts, or possession of materials of an indecent or sexual nature	External Suspension
L7	Persistent L6 behaviour (heightened seriousness of offences) A serious one off event such as: Possession of a weapon Possession, use or supplying an illegal drug Serious actual or threatened violence against a student or member of staff Sexual abuse or assault of a student or member of staff	Permanent Exclusion

Appendix 2: Achievement & Behaviour Categories

- All Achievements & Conducts should be recorded on Ed:Gen.
- Achievements, Conducts and rewards are for all students Years 7-13.
- Achievement points will be counted towards House Points.

- Form Tutors, Heads of Year and the Senior Management Team monitor achievement points.
- Parents are made aware of Achievement Points via the iSams Portal.

Achievement
Academic Achievement: (Aspiration) - Striving for excellence in learning
Contribution in Class: (Respect) - Valuing others' learning and contributing positively
Co-Curricular: (Aspiration) - Pursuing excellence in a co-curricular activity, potentially also Respect for the collaborative nature
Contribution to the Community: (Respect) - Showing consideration and positive action towards the wider community
Engagement in Class: (Respect & Aspiration) - Being present and participating actively in the learning environment, & showing a desire to learn
Excellent Homework: (Aspiration) - Demonstrating effort and commitment to learning outside of class
Kindness: (Respect) -The act of showing consideration and generosity to others, and offering help or support when it is needed
Service: (Respect) - shows a commitment to helping others, and act with a sense of social responsibility
Determination: (Aspiration) - Maintaining focus and effort towards goals despite challenges
Resilience: (Aspiration) Bouncing back from setbacks and persevering through difficulties
Praise Card: (Aspiration)
Praise Card: (Integrity)
Praise Card: (Respect)
Other (Aspiration):
Other (Integrity):
Other (Respect):
Areas for reflection (Conduct)
Academic - Cheating: (Contradicts Integrity) - Dishonest act undermining fair assessment
Academic - Engagement/Effort: (Contradicts Aspiration) - Lack of effort hindering learning
Academic - Homework: (Contradicts Aspiration) - Not fulfilling academic responsibilities

Behaviour - Disruptive: (Contradicts Respect) - Disrupting the learning environment for others)
Behaviour - Missed Detention: (Contradicts Respect & Integrity) - Not respecting school rules and consequences & Not taking responsibility
Behaviour - Inappropriate Lang/Comments: (Contradicts Respect) - Disrespectful to others
Behaviour - IT Use: (Contradicts Respect & Integrity) - Misusing resources, potentially cyberbullying &/or Using resources inappropriately
Behaviour - towards Pupil/s: (Contradicts Respect) - Lack of consideration and negative actions towards peers
Behaviour - Damage to Property: (Contradicts Respect) - Lack of care for shared resources
Behaviour - towards Staff/Visitors: (Contradicts Respect) - Lack of courtesy and professionalism
Standards - Confiscated Phone: (Respect &/or Integrity)
Standards - Equipment: (Contradicts Respect & Aspiration) - Not maintaining personal or school equipment & being unprepared for learning
Standards - Equipment Specialised: (Contradicts Respect) - Not caring for valuable resources
Standards - Punctuality: (Contradicts Respect & Aspiration) - Disrupting the start of the day for others &/or not prioritising learning
Standards - Uniform: (Contradicts Respect) - School rules and expectations
Other - CCF Misdemeanours: (Contradicts Respect or Integrity) - Depends on the specific misdemeanour
Other - Please Specify School Value and Reason

Appendix 3 - Character Framework

RGSHW Character Framework (with Practical Wisdom) Final for approval

Appendix 4 - Mobile Phone Policy Guidance

Introduction

At the Royal Grammar School, the welfare and well-being of our students is paramount. The aim of the Mobile Phone Policy is to allow users to benefit from modern communication technologies, whilst promoting safe and appropriate practice through establishing clear and robust acceptable mobile user guidelines. This is achieved through balancing protection against potential misuse with the recognition that mobile phones are effective communication tools. This policy on mobile phones includes all mobile communication devices

such as tablets and especially those that have internet access.

Scope

This policy applies to all individuals who have access to personal mobile phones on site. This includes, staff, volunteers, governors, students, parents, visitors and contractors. This list is not exhaustive.

This policy should also be read in conjunction with the following documentation:

BMA note: arrange policies in alphabetical order - easier for Inspectors.

• Acceptable Use of ICT Systems

• Additional Boarding Guidance for boarding staff

• Anti-bullying Policy

• Behaviour Policy

• Child Protection Policy

• Guidance on Photography and Recording of Images of RGS Students

• Online-Safety Policy

• Preventing Radicalisation Policy

• Staff Code of Conduct

• Staff Handbook

• Valuables Guidance

Code of Conduct

Our aim is that all individuals:

• Have a clear understanding of what constitutes misuse.

• Know how to minimise risk.

• Avoid putting themselves into compromising situations which could be misinterpreted and lead to possible allegations.

• Understand the need for professional boundaries and clear guidance regarding acceptable use.

• Are responsible for self-moderation of their own behaviours.

• Are aware of the importance of reporting concerns promptly.

It is recognised that imposing rigid regulations on the actions of others can be counterproductive. An agreement of trust is therefore promoted regarding the carrying and use of mobile phones within our school setting, which is agreed to by all users.

Personal Mobiles – Staff

• Staff are not permitted to make/receive calls/texts/emails on personal mobile devices during contact time with students.

Emergency contact should be made via the School Office.

• Staff should have their phones on silent or switched off and out of sight during contact time and as they move around the school.

• Mobile phones should not be used in a space where students are present (e.g. classroom, corridors, etc.)

• The use of phones (including receiving/sending of texts/emails) should be limited to non-contact time when no students are present e.g. in office areas, staff room, empty classrooms.

• Should there be exceptional circumstances (e.g. acutely sick relative), staff should make the DSL and/or another member of the ST aware of this, so they can have their phone available in case they have to receive an emergency call.

• With the introduction of online registering software staff may need to use their mobile phone to register students in situations where they don't have WIFI access. For example, trips and outdoor PE and Games lessons.

• Staff should only use recording equipment on their mobile phones for legitimate recordings and photographs to be used for school marketing and school social media purposes. Where possible they should be made using school equipment such as iPads and the Guidance on Photography and Recording Images of RGS Students must be followed. Any photographs of students used for an RGS social media account or marketing must be deleted from the device after they have been uploaded.

Personal Mobile Phones – Students

We recognise that mobile phones are part of everyday life for many students and that they can play an important role in helping students to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others

- All students must understand and follow the Valuables Guidance (to be found on the school website).
- Years 7-11: Students are not allowed to have their phone, smartwatch, smartglasses or headphones in their direct possession from the moment they walk through the school gates. If a student chooses to bring a device to school, it must be turned off and remain in their bag or locker, and must not be in their pocket.
- Sixth Form: In the Upper Sixth Form Centre, phones are not permitted except for break and lunch. Upper Sixth Form students may use headphones while studying, provided playlists are set up during the first 5 minutes of a lesson and then put away. In the Lower Sixth Form Centre (cafe), phones, headphones and mobile payments are allowed unless students are told otherwise.

Across the whole school, smartwatches and smartglasses are prohibited items (even if connectivity is disabled) and must be kept in a bag or locker if brought to school.

'Aforementioned prohibited items, if seen/heard by a member of staff, will be immediately confiscated and deposited at the Assistant Head office. Students will be automatically assigned an after-school detention' etc.

Guidance for students on mobile phones who live in Fraser Youens Boarding House is contained in a separate document “Additional Guidance for Boarders and Staff on Mobile Phones and Tablets”. A very small minority of students who use a phone to track a known health condition have been approved by the school matron to use their device to monitor when medication is needed.

Where mobile phones are used in or out of school to bully, intimidate or cause distress to others, the School has the right to intervene and apply appropriate sanctions; please refer to School Rules, Anti-Bullying Policy and Behaviour Policy.

For offsite trips and/or fixtures the school guidance on mobile phones should continue to be adhered to during the school day. For trips that stretch beyond the school day or are residential in nature, the use of a mobile phone is at the discretion of the trip leader.

Volunteers, Visitors, Governors, Contractors

All who visit The Royal Grammar School are expected to follow our Mobile Phone Policy as it relates to staff whilst on the premises. On arrival, visitors will be informed of our expectations around the use of mobile phones.

Parents

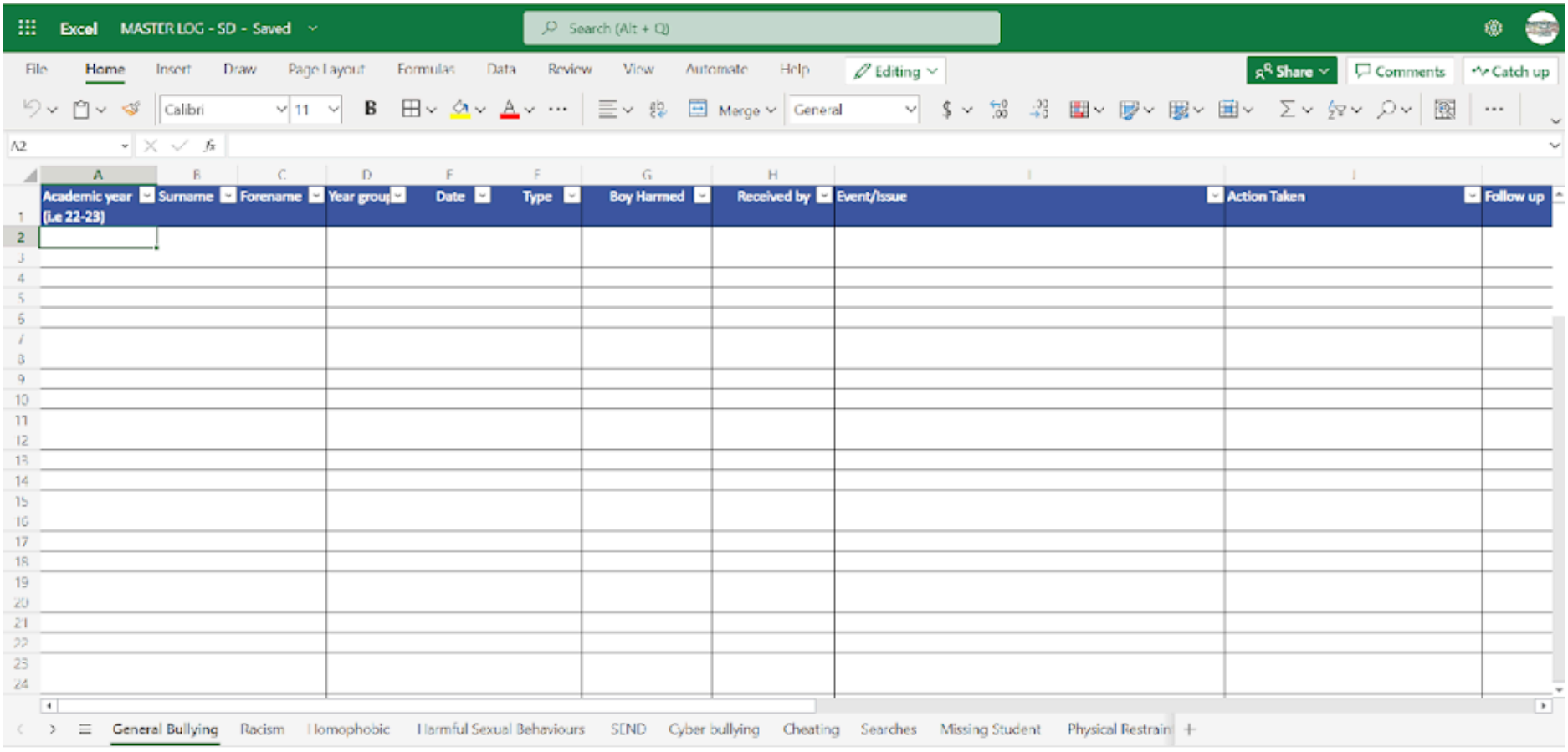
While we would prefer parents not to use their mobile phones while at school we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times.

We therefore, ask that parents’ usage of mobile phones, whilst on the school site is courteous and appropriate to the school environment. We also allow parents to photograph or video school events such as sporting fixtures but insist that parents follow our Guidance on Photography and Recording of Images of RGS Students.

Dissemination

The Mobile Phone Policy will be shared with staff and volunteers as part of their induction. It will also be available to parents and students via the school website . Guests to the school will be made aware of the information in a leaflet when they arrive at school.

Appendix 5: Behaviour log



Appendix 6: Suspension and Exclusion Codes

Violence and Threats

PP – Physical assault against a pupil

PA – Physical assault against an adult

VP – Verbal abuse/threatening behaviour against a pupil

VA – Verbal abuse/threatening behaviour against an adult

OW – Use or threat of use of an offensive weapon or prohibited item

BW – Brought a weapon or prohibited item into school

Bullying and Discrimination

BU – Bullying

TB – Cyber-bullying or threatening behaviour online

RA – Racist abuse including bullying

LG – Abuse against sexual orientation and gender identity including bullying

DS – Abuse relating to disability including bullying

Sexual Behaviour

SM – Sexual misconduct

SB – Harmful sexual behaviour

MB – Misogynistic behaviour

AB – Misandry behaviour

Substances

DR – Drug related

AR – Alcohol related

SR – Smoking related

VR – Vape related

DA – Drug and alcohol related

Other Behaviour

DM – Damage to property

TH – Theft

LD – Persistent disruptive behaviour – low level disruption

CB – Persistent disruptive behaviour – challenging behaviour

DB – Persistent or general disruptive behaviour

MT – Inappropriate use of social media or online technology

MP – Use of mobile phone

OS – Misbehaviour outside of school

PH – Wilful and repeated transgression of protective measures in place to protect public health