



# BEHAVIOUR POLICY

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Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	DCB



# 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
- Child Protection Policy
- Peer-on-Peer Abuse Policy
- Drugs and Illegal Substances Policy
- E-Safety Policy
- Mobile Phone Policy
- Preventing Radicalisation Policy
- Valuables Guidance

Further guidance and expectations of students and staff are also available on SharePoint, on the VLE, the Staff Code of Conduct 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 Co-curricular 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, on a journey to or from school or when wearing the school uniform 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
- Pastoral Support Programme
- 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. The reasons will be made clear to the student and parents and will be informed by the school’s Behaviour Policy, statutory guidance and, where appropriate, advice from local authorities.

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

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, intimidating, aggressive behaviour to another student, member of staff or member of the public
3. Carrying an offensive weapon.
4. Sexual violence or sexual harassment of another student, member of staff or member of the public
5. Persistent bullying including cyberbullying, homophobic/LGBT, SEN/disability and racist bullying
6. Theft of any sort, irrespective of monetary value
7. Drug, tobacco, e-cigarette and alcohol possession or use whilst under the jurisdiction of the school
8. Bringing alcohol or drugs into school
9. Offences against staff, particularly those of a slanderous, libellous, physical, sexual nature or accompanied by insolent or sexual language
10. Proven malicious allegations against staff
11. Acts, or possession of materials of an indecent or sexual nature
12. Setting fires or causing substantial damage to property

13. An act which brings the school into disrepute
14. Misuse of ICT equipment and the internet
15. Irresponsible conduct which results in damage to property or injury to others
16. Repeated acts of misbehaviour
17. 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.

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.

The School follows the guidance from the Department for Education in relation to searching and confiscation. School staff may search for any item if the student agrees. The Headmaster and staff authorised by the Headmaster have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. The list of items prohibited by the School includes:

- offensive weapons
- alcohol
- illegal drugs and substances
- material or articles related to illegal substances
- stolen items
- tobacco products and cigarette papers
- fireworks and explosive items
- lighters and items of ignition
- pornographic images and material or articles of a sexual nature
- any material or article related to the promotion of activities contrary to the School’s values for example discriminatory, homophobic, biphobic, transphobic or extremist views
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider to be harmful or detrimental to School discipline. In some circumstances, it may

be necessary to pass confiscated items to the police, for example stolen goods, drugs or offensive weapons, including knives.

School staff may examine without consent any data or files on an electronic device, including mobile phones, where there is good reason to suspect it has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

If there are reasonable grounds for suspicion that a student has a prohibited item hidden on their body, the Headmaster or a member of staff authorised by the Headmaster can contact the police to ask if they will carry out a search, particularly if the nature of the search exceeds the school's powers.

Where appropriate, parents of the student will be informed that a search has taken place. A record of the search, grounds for it and the outcome will be kept.

## **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.

## Appendix A

### Behaviour Chart

- 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 SIMS Behaviour with the exception that L1 sanctions outside of the classroom do not need to be recorded on SIMS.

Level	Behaviour	Sanctions
L1	Lack of equipment which significantly hinders the learning of a student such as books and iPads. Disrupting the learning of others Poor behaviour/ inappropriate language Lateness to lesson/form period Uniform/appearance Late/poor/missed homework	Verbal Warning
L2	Repetition of L1 offence	Break/Lunch Detention
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 iPad: including removing MDM, unsupervised by staff, playing games Inappropriate behaviour in cover lessons/Library Late (once) to school without an acceptable reason Breach of Health and Safety Regulations Eating in a Form Room or inside buildings other than those which are designated eating areas Chewing gum is banned from the RGS site	After School Detention
L4	Repetition of L1 L2 L3 offences or heightened level of seriousness of above offences Truancy Failure to attend an L3 detention Being in the vicinity of smokers Being off-site without permission Isolated bullying incident Inappropriate use of technology	Saturday Detention
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 about a member of staff Fighting Inappropriate use of technology that causes hurt or offence to another student	Internal Exclusion
L6	Repetition of L5 behaviour (heightened seriousness of offences) Smoking and or in possession of smoking equipment or e-cigarettes Possession or consumption of alcohol Violence, assault or intimidating behaviour Persistent bullying Racist, homophobic, biphobic, transphobic, SEN, disability bullying or abuse Inappropriate use of technology that causes hurt or offence to another student or member of staff Theft (regardless of monetary value) 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 Exclusion
L7	Persistent L6 behaviour (heightened seriousness of offences) 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 B

### Achievement Chart

- All achievements should be recorded on SIMS.
- Achievements and rewards are for all students Years 7-13
- Achievement points will be counted as House Points
- Form Tutors, Heads of Year and the Senior Management Team monitor achievement points.
- Parents are made aware of Achievement Points via the RGS SIMS app.

Reward Code On SIMS	Behaviour	Reward	Value
Contribution in Class Engagement in Class Excellent Homework Excellent Test Contribution to the Community Other (specify in SIMS)	Positive behaviour/effort/work in or outside the classroom	Achievement point	1 point
Recognition	Sustained or significant positive behaviour/effort/work in or outside the classroom	Achievement points	3 points
Praise Card	Outstanding behaviour/effort/work in or outside the classroom	In addition to recording this on SIMS send student a RGS Praise Card	10 points