



Calday Grange
Grammar School

BEHAVIOUR POLICY

Approval by Full Governing Body: 11th July 2024

Date of next review: June 2025

INTRODUCTION

Behaviour Policy Statement:

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

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

What the law says:

The Headteacher must set out measures in the Behaviour Policy which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students complete assigned work; and which
- Regulate the conduct of students.

The Aims of the Policy:

- To give staff clear parameters to work from and stress the importance of good relationships.
- To promote positive behaviour for learning
- To define the role of all staff in promoting standards of behaviour consistent with engendering effective learning
- To make clear to students what is expected of them
- To state what is expected from parents and carers
- To provide guidance on applying the policy consistently
- To promote the underlying principle that good conduct centres around 'making the right choice'.

The standard of behaviour expected of all students is included in the school's Home-School Agreement which the school invites (the school is required to ask) parents/carers to sign following their child's admission to the school.

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

Our ethos

This can be summarised in three words **AMBITION, RESPECT and PRIDE:-**

Ambition – on a personal level and for others.

Respect for each other's views, respect for community values, respect for each other's rights, respect for our surroundings, respect for members of the wider community in which we live.

Pride – pride in oneself and in attending and representing the school.

Behaviours of teachers that reflect the ethos:

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

- Being a role model.
- Teachers should ensure that learning objectives are clear, lessons are well organised, interesting and appropriate and that work is adapted for all learners.
- In the classroom, teachers should set clear expectations, be fair and engage students while applying any behaviour policies.
- Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and appropriate rewards.
- Teachers should be consistent in their application of this policy and use appropriate language when correcting behaviour. This includes stressing 'choices'.
- Repairing relationships is key after corrective action is taken.

Behaviour expected from students to reflect the ethos:

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

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

Calday Code

Respect Everyone- Respect Everything

- Follow instructions
- High standard of uniform and appearance
- No mobile phones unless directed by a member of staff
- Respect our environment
- Be kind

Partnership with parents/carers to reflect the ethos:

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

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

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

The School is willing to discuss issues and carry out appropriate investigations. However, on all matters, the decision of the School is final.

Positive Behaviour for Learning

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

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

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

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

The key features of a positive approach are:

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

GUIDANCE ON REWARDS:

Please see the Recognition and Reward Policy for more details.

BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

General principles of correction

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

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

When the school will act to maintain discipline

When the child is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing the school uniform or in some other way identifiable as a student at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school (a school's powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff).
- Posing a threat to another student or member of the public or acting in a way which could adversely affect the reputation of the school.

Managing Behaviour in the Classroom

Classroom teachers should adhere to the following guidance:

- No ticks/names on the board
- Move students within the classroom
- Send students out as a temporary measure – maximum of 5 minutes
- Send students to a colleague's classroom
- Call SLT as a last resort

Disciplinary sanctions adopted by the school

- Verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as a sanction
- Loss of privileges
- Detention, including break time, lunch time, after school and on INSET days
- School based community service (litter picking, classroom tidying etc)
- Regular (daily, weekly) reporting to a staff member including subject and Pastoral reports
- Internal suspension
- Fixed term suspension
- Permanent exclusion

Clarification on some aspects of maintaining safety and good discipline

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

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

Confiscation of inappropriate items

What the law allows:

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

To maintain a safe environment for all:

The Headteacher has authorised Senior Leadership Team members, Heads of Year and the Pastoral Team to undertake searches for which we will endeavour to gain consent from the student. However, the school is legally entitled to search **without consent** for items which would threaten the safety of other students or staff. These include:

- Knives and weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

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

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

- Cigarette lighters

- Vaping paraphernalia

- Laser pointers

- Stink bombs

- Goods in quantities that are likely to be sold

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

Power to use reasonable force

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

Staff roles and responsibilities for maintaining discipline

All members of staff have a role to play in maintaining a safe and positive learning environment. The roles and responsibilities of specific members of staff are summarised below for reference:

Classroom teachers

- Maintain classroom discipline in accordance with school procedures, monitor homework and set detentions accordingly.
- Model positive behaviour with students, use non-confrontational approaches and de-escalation strategies where required. Make contact with home if a student receives an ATL grade '4' in a lesson.
- Deal with disciplinary issues as much as possible in the first instance before seeking support from the Curriculum Leader or Head of Faculty for more serious and persistent issues.

Form tutors

- Monitor behaviour by checking behaviour management systems, home liaison for low-level issues, monitor attendance, work with the Head of Year and Pastoral Associates to decide appropriate courses of action.
- Undertake daily equipment and uniform checks in form time.

Curriculum Leaders

- Maintain discipline in their subject area.
- Run curriculum detentions and support staff as necessary.
- Refer serious or persistent issues to Heads of Faculty.

Heads of Faculty

- Maintain discipline across the faculty.
- Support Curriculum Leaders.
- Run faculty detentions and use faculty reports for persistent issues.
- Major concerns should be referred to the Pastoral Team once all avenues have been exhausted.

Heads of Year/Pastoral Associates

- Support form tutors.
- Monitor students who are persistently causing disruption.
- Deal with serious issues and investigate incidents.
- Support Heads of Faculty and Curriculum Leaders when they have exhausted all other avenues.
- Place students on report when necessary.
- Issues that are more serious are referred to the Pastoral team and the SLT depending on the nature of the issue.

SLT

- Support Year staff, Heads of Faculty and Curriculum Leaders.
- Monitor challenging students, support staff across the school through the 'on call' system, refer students to the 'Removal Room' and, as necessary, support Heads of Year and Faculty staff with serious issues.
- Liaise with the Local Authority and other alternative education providers and inform staff and SLT colleagues of good practice and review systems regularly.

The Governing Body

- To provide support and challenge to the school in terms of specific cases, policies and record keeping.
- Monitor and challenge exclusion levels.
- Review, approve and monitor the effectiveness of this policy.

Appendix

Sanction guidelines

Sanctions have been presented in a grid form.

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

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

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

Escalation

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

The Calday Grange Grammar School Sanctions system diagram summarises our approach. Please see diagram at the end of the policy

Sanction Guidelines

Incidents should be assessed individually and appropriate initiatives by relevant member of staff. These are for guidance but should be referred to when making decisions about behaviour. Some should be used on the basis of choices made by or given to the student. 'If you choose to continue with... then ...'

Offence	Verbal warning / choice sanction	Entry on Sims / Edulink + personal sanction e.g. setting extra work, seeing at end of lesson etc	Exit Room (5 minutes max)	Removal to a colleague's classroom	Discussion with Curriculum Lead, Hof, Hoy, SLT, depending on nature / severity of the incident	Internal suspension Fixed term suspension
Lack of equipment	✓	✓				
Low level disruption	✓	✓				
Persistent disruption e.g. out of seat, persistent interruptions, defiance	✓	✓ (with details)	✓	✓	✓	
Inadequate work/homework, calculated idleness	✓	✓			✓	
Actions likely to make an individual feel unsafe or threatened *	✓	✓ (with details)			✓	
Actions which could lead to personal injury *	✓	✓ (with details)			✓	
Actions causing actual physical injury *		✓ (with details)		✓	✓	
Actions likely to cause damage to property*	✓	✓			✓	

*Staff may wish to consider pressing the emergency alert button on SIMs

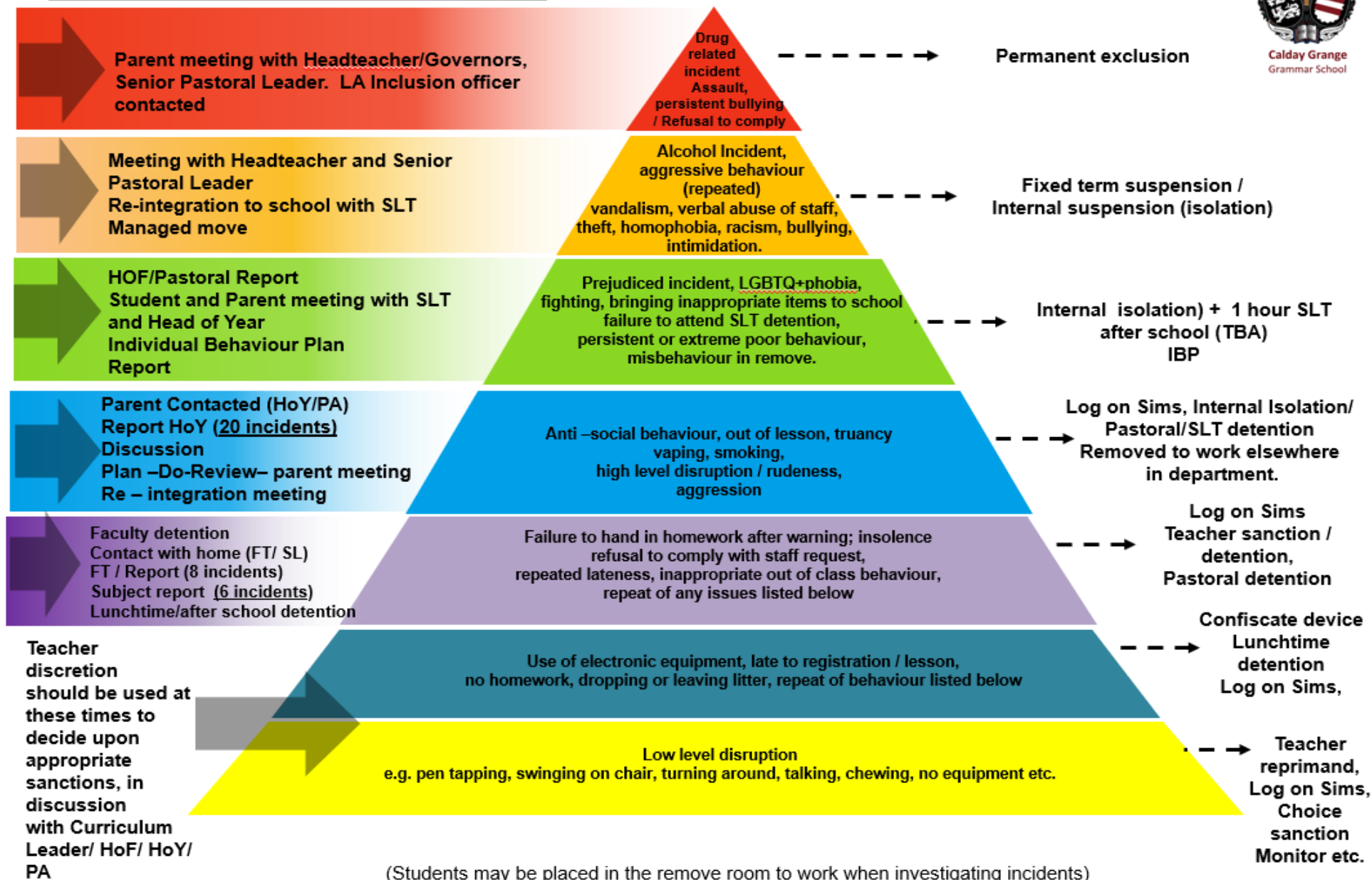
Offence	Verbal warning / choice sanction	Entry on Sims / Edulink + personal sanction e.g. setting extra work, seeing at end of lesson etc	Exit Room (5 minutes max)	Removal to a colleague's classroom	Discussion with Curriculum Lead, Hof, Hoy, SLT, depending on nature / severity of the incident	Internal suspension Fixed term suspension
<ul style="list-style-type: none"> • Malicious allegations • Bullying • Intimidation • Refusal to follow instructions in conflict situations • Obscene or foul language directed at staff and students (obscene or foul language used by students when being reprimanded by staff <u>will</u> be treated as being aimed <u>at</u> the member of staff). 		✓ (with details) ✓ (with details) ✓ (with details) ✓ (with details) ✓ (with details)		✓	✓	✓
Illegal drug use/supply		✓ (with details)			✓	✓

Additional initiatives to be undertaken by Teachers / FT / HoF / HoY/ SLT

<u>Issue</u>	<u>Number of incidents (if applicable)</u>	<u>Initiative</u>
Continued poor behaviour in lesson/subject Continued lack of effort in a lesson/subject Continued lack of work/homework etc	6 subject related incidents	Subject report and discussion with Curriculum Leader / HoF
Poor behaviour in class or around school	8 (from 3 or more subject areas)	Form tutor report (Repeated if necessary)
Repeated/ persistent poor behaviour in class or around school	20	HoY report <i>Further intervention from members of SLT will occur if behaviour remains a concern. Meetings with parents, Plan-Do Review, IBP and other initiatives may be offered including links with our wider pastoral workers e.g. Learning Mentors or FLO involvement.</i>

Minimum Teacher Intervention

Likely Outcomes



(Students may be placed in the remove room to work when investigating incidents)