



BEHAVIOUR POLICY FOR PUPILS, WHOLE SCHOOL

This policy is applicable to all pupils, including those in the EYFS

ISI Reference:	9a
Rationale for the Policy:	GSAL should provide a welcoming, safe, secure and caring space for children to learn and enjoy the opportunities available to them. The environment should be a calm, civilised and well-ordered in which students feel confident to learn and establish positive relationships.
Policy aim:	Promote positive behaviour within the school.

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Agreed and Authorised by:	GSAL SLT
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The School runs on FREDIE principles:
Fairness, Respect, Equity, Diversity, Inclusion and Engagement

GSAL aims to encourage pupils, staff and parents to adopt the highest standards of behaviour, principles, responsibility and moral standards, which includes promoting trust and mutual respect for everyone. Good relations and manners contribute to the quality and security of the learning environment, and therefore play an important part in the development of intellectual curiosity, and of independent and self-directed learners. Trust, teamwork, inter-dependence and leadership are further promoted and nurtured through the House system, and through the programme of extra-curricular activities. Social responsibility is promoted through the charitable and community projects of pupils and staff.

GSAL is also inclusive, in the sense that we welcome pupils from a wide variety of ethnic and social backgrounds and faiths, and, indeed, those of no faith. In both Senior School and in the Primary phase, the children learn about a wide range of religious faiths and celebrations in assemblies and RS. We aim to treat everyone as an individual, and to develop the whole person, in order to prepare them better for life beyond GSAL, and to make a contribution to modern society.

This policy has been prepared bearing in mind the guidance issued by the Department for Education's 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff (September 2022)' as well as the Department of Education's 'Behaviour and Discipline in Schools: Guidance for Governing Bodies (updated 2015).

The Senior Deputy Head, Pastoral has oversight of the behaviour in the school so that there is parity of treatment, regardless of age and stage of the child.

This policy is the overarching policy for The Grammar School at Leeds and further advice should be sought from one of the sub behaviour policies for each area of the school, dependent on the age and stage of our pupils:

- Primary School: Behaviour Policy
- Senior School: Behaviour Policy

This policy should be read in conjunction with other GSAL School policies:

- Anti-Bullying Policy
- Safeguarding Children Policy
- Serious Discipline Procedures and Policy
- Student Acceptable Use Policy

GSAL ethos and values statement

GSAL fosters an inspirational learning environment, within and beyond the classroom, offering pupils a stimulating academic experience within a mutually respectful, kind and caring community. Every pupil's interests, abilities and talents are nurtured by enthusiastic, well-qualified and dedicated staff. Personal and academic integrity is key, and we aim to grow confident, compassionate and versatile young people, capable of high achievement and able to rise to any challenge as they take their place in the world and play a leading part in its future.

Our reputation for academic, sporting and creative excellence sits alongside a good balance of tradition and innovation. Our generous ratio of staff to pupils enables us to offer a rich curriculum

and a supportive pastoral system, dedicated to the development of social skills and self-esteem, rooted in academic challenge and respect for one another.

Aims of this policy:

- To provide a welcoming, safe, secure and caring space for children to learn and enjoy the opportunities available to them.
- To foster a calm, happy, civilised and well-ordered environment for the students to feel confident about optimising their learning and establishing relationships and are able to reach their full potential.
- To ensure all members of our school community feel valued and respected.
- To develop an ethos of kindness, cooperation, honesty and integrity.
- To encourage adherence to a shared set of behaviour guidelines.
- To help pupils learn to take responsibility for their own actions in understanding consequences for actions, making correct choices through a positive self-image and consideration for the needs and feelings of others.
- To support the school ethos of respect for each other respect for the school environment and respect for learning.

The need to meet the expectations of our parents for whom good discipline is a major consideration in their choosing to send their child(ren) to the School.

Members of the GSAL community should demonstrate respect for the FREDIE principles (Fairness, Respect, Equity, Diversity, Inclusion and Engagement) and take steps to promote this by:

- i. addressing issues promptly of any type of discriminatory behaviour whenever it arises;
- ii. helping to create a fair and inclusive School environment at all times.

Objectives

All students have a right to:

- learn without distraction or disruption;
- respect and fair treatment, of their property as well as themselves as individuals;
- feel safe in school;
- feel good about themselves and their strengths;
- be part of a community based on fairness, open-mindedness and tolerance;
- recognition and praise for good behaviour;
- clear directions and explanations about what is acceptable/not acceptable behaviour;
- discuss behaviour and its consequences regularly in the classroom, tutor group and year group;
- the necessary support to nurture positive behaviour from subject teachers, the Individual Needs department, Class/Form Tutors, Year Group Leaders/Heads of Year, Subject Leaders/Heads of Department, Directors of Faculty and SLT
- talk about their feelings and to share them with others.

We expect students to:

- follow and adhere to the agreed rules of the school, year group and class;
- understand these collective rules and the consequences of breaking them;
- learn together with a sense of trust;
- respect the feelings of others and be tolerant and caring towards each other;
- take responsibility for their own actions;
- be polite, calm and controlled;
- treat others with courtesy and consideration – being tolerant of others' difficulties or differences;
- protect the most vulnerable;
- set good examples and act as role models to other children;
- be self-motivated to learn to the best of their abilities and have high expectations of their own behaviour.

Students are expected to follow this policy at all times.

Basic overarching principle

Each pupil should *come to school with an approach that enables the student and all others to learn.*

Standards of Behaviour

It is vital that all members of staff are consistent in insisting on and enforcing an agreed set of rules governing the conduct of pupils at all levels in Senior School and Primary School. The sub policies for behaviour are indicative of the broad expectation that we should have of all pupils, and staff should ensure that the behaviour of pupils is consistent with these expectations at all times.

Any sanctions will be decided upon taking into consideration the context for the individual pupil concerned, particularly in respect to any disability (in line with Schedule 10 of the 2010 UK Equality Act).

Where a student has an identified individual need that impacts on their ability to conform to behavioural or organisational expectations, the school will put appropriate provision in place, including reasonable adjustments, and work with parents to support the student in overcoming these difficulties. This will be done in consultation with the student and their parents. If the student then fails to conform to expectations despite appropriate support, the usual school procedures will apply.

Child on child abuse

We recognise that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying, on-line bullying, prejudice-based and discriminatory bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting and abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never just as banter or 'just having a laugh' or part of growing up or boys being boys. Our school has a zero tolerance approach to such attitudes and behaviours, it is never acceptable and should not be tolerated. Child-on-child abuse can happen outside the school as well as in school or online and we will act on any situation that is reported.

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ+ Children and young people and those who are from different communities.

Staff need to be vigilant at all times, even though there may be no reports of it, does not mean it is not happening. All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. The DSL is responsible for providing support to all children involved in incident of child-on-child sexual abuse.

Use of force

Corporal punishment is illegal and will not be used or threatened under any circumstances.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. This is particularly necessary for EYFS children. The degree of force used should be the minimum needed to achieve the desired result. The named practitioner, the Designated Safeguarding Lead or the Deputy Designated Safeguarding Leads, will record any significant incident in which a member of staff uses force on a pupil, and any event of this nature will be reported to the pupil's parent on the same day or as soon as reasonably practicable after the incident.

Serious breaches of discipline include physical violence/assault, stealing, sexual impropriety, social media misuse, vandalism or computer hacking, threatening and abusive behaviour towards a member of staff or another member of the community, malicious accusations against members of staff, persistent bullying, prejudice and discrimination of groups identified under the 2010 Equality Act, substance possession or misuse (of nicotine, alcohol, solvents or controlled drugs), possession of dangerous weapons and the falsification of documents. This is not an exhaustive list. Serious breaches of discipline from students in will be addressed following the Serious Discipline Procedures and Policy (this includes the policy on expulsion, removal and review).

Appendix 1: GSAL Primary School Behaviour Policy

Ethos of the Primary School

We believe that a community functions best if there is mutual respect between all members and an agreed code of conduct providing the background against which all aspects of school life may flourish. We expect the children to abide by these principles, but, equally, encourage them to develop as independent thinkers and learners, making considered judgements about all aspects of life. We expect parents and teachers to work closely to ensure that pupils uphold these values and act as positive role models to reinforce our expectations. All children will be encouraged to take responsibility for their learning and behaviour, reflect on choices made and use feedback to improve and grow.

Aims

All members of our community will:

- Be understanding of the feelings and needs of others.
- Develop a responsible and independent attitude towards their role in the community.
- Develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour.
- Learn to have respect for others and to behave courteously towards all.
- Contribute to a safe environment.
- Develop skills which allow them to identify solutions to repair harm and ensure inappropriate behaviours are not repeated
- Work within a structured and supportive process to find solutions to problems

EYFS

This behaviour policy applies to children in the EYFS. The named person who is responsible for behaviour in the Foundation Stage is the Deputy Head of Primary School, Mrs Andrea Evans, who works closely with the Assistant Head in charge of the EYFS.

General Principles

We operate a positive whole school approach to behaviour management which has high and non-negotiable expectations of all within the school community. GSAL Primary school has a zero-tolerance approach to any form of discrimination, child on child and sexual abuse

The following Golden Rules form the basis of everything that we do. These are displayed prominently throughout the school and reinforced during PSHE, Circle Times and assemblies when the rules are explained explicitly. All staff are expected to act as role models in working in a respectful, professional and polite manner (see Code of Conduct). At the beginning of each academic year, all teachers will explain how the Golden Rules will be used and applied in their classroom.

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our own or others' time

We look after property

We don't waste or damage things

Behaviour around the school

We believe that the school should be a calm, orderly place at all times and therefore the children should:

- Move around the school quietly, showing consideration for others including holding doors open for each other and adults and letting adults through the door first
- Remember to walk (not run) and keep to the left when walking up or down the stairs
- Knock and ask for permission to enter another class or office
- Smile at other people and greet people as they pass.
- Remember to use manners when speaking to others

Classrooms

Children in all classes are expected to abide by the Golden Rules in addition to their class rules to ensure that all children have an equal opportunity to maximise their potential.

All classrooms display TAG and THINK. The principles and practices of both are taught explicitly by all adults in school.

Playground

Children should ensure they follow the Golden Rules and in particular:

- Children may only go to the toilet with permission from an adult on duty.
- No-one should be excluded from games if they ask to join in.
- Children should use TAG (see anti-bullying policy) and try initially to sort out their own disagreements before asking for an adult to intervene.
- When the bell/whistle is rung at the end of play, children are expected to stop and wait, line up after the second bell before being told to go in.

Playground Golden Rules

The playground has the following Golden Rules:

- We care for the playground and its equipment
- We are honest
- We are kind and helpful
- We play well with others
- We are gentle/considerate
- We listen

Wet Play

During wet play, children will:

- Remain in their classrooms unless otherwise directed.
- Only involve themselves in activities that have been approved by the class teacher using agreed resources.
- Not climb on furniture.
- Abide by Golden Rules.

No child is allowed to stay in a classroom unless accompanied by an adult or with special permission.

Lunch

- Children to follow the behaviour expectations as above
- At an age-appropriate level, children tidy away their plate, cutlery and cup at the end of their meal.
- Children are expected to talk quietly with others on their table and while in the queue.

Uniform

We expect a very high standard of uniform, including PE kit, and ask for parents' support in ensuring their child attends school correctly dressed. The correct school uniform is detailed on the website. If a child fails to wear the correct uniform, parents will be contacted.

Fire

On hearing the fire alarm, children are expected immediately to become silent and follow the member of staff responsible for them out into the playground via the exits clearly indicated in each classroom or shared area (e.g. the hall). They then line up outside in silence while registration is taken and remain silent until told by their teacher or the Vice Principal.

ICT

Children are expected to follow the Acceptable Use Policy at all times. No child should use a device without adult supervision.

Mobile phones

All children who bring a mobile phone to school must sign the Mobile Phone Code of Conduct. Phones must be turned off during the school day.

Rewards

We do not use a structured reward system to reward individuals for behaving well. It is an expectation that children will learn to behave and do so as it is intrinsically the right thing to do. However, the following rewards may be given to children:

- Postcards sent home from SLT for specific behaviour that shows the child has gone "above and beyond" expectations.
- Good work/positive attitude may be recognised in weekly achievement assemblies.
- Comments to parents via reports and emails/meetings with parents.
- Recognition of achievements in extra-curricular activities during whole school assemblies.

- Individual reward systems that are for the whole class may be designed to encourage specific behaviours. For example, pom-poms in a jar to encourage lining up may result in 10 minutes extra playtime as a reward.

Sanctions

We expect staff to ensure they have time to listen to children and value their contributions to all aspects of school life. Any sanctions will be decided upon taking into consideration the context for the individual pupil concerned, particularly with respect to any specific learning difficulties they may experience (in line with Schedule 10 of the 2010 UK Equality Act). The expectation and action taken for such pupils' behaviour will take into account their specific areas of disability and need. An understanding of the pupil behind the behaviour is key to our behaviour strategy for all pupils and will always be part of the consideration when deciding how best to respond.

Where children fail to adhere to one of the Golden Rules, staff will proceed in the following ways:

- The staff member will make it clear that it is the behaviour that it is being criticised, not the child.
- Specific comments will be addressed to those responsible (not to the whole group).
- Staff will always attempt to ascertain the facts before taking further action.
- Staff will reprimand pupils in private rather than public whenever possible.
- The class teacher, or adult supervising, will deal with the incident initially.
- The emphasis is on adults helping children to understand their responsibility through dialogue and negotiation
- Where necessary staff assist children to make reparations and encourage them to offer an apology

For most classroom minor misdemeanours e.g. not listening on an ad-hoc basis, forgotten homework, shouting out, some of the following procedures may apply:

- Verbal disapproval e.g. "Please remember to....", "That behaviour is not acceptable in..."
- A reminder about the behaviour e.g., "I am reminding you that...is not how we behave in Primary school."
- Separate children or child from object of bad behaviour
- If working with a specialist teacher, email the class teacher
- Request an explanation
- Remind the child to offer an apology
- Move child to work elsewhere
- Stay behind after a session
- Meeting with child and Year Group Leader
- Discuss issues in Circle Time/PSHE
- Move to a thinking spot/chair for reflection time

When minor misdemeanours persist, behaviour is recorded by the class/specialist teacher using the online behaviour record. The class teacher will discuss the issues with the Year Leader who can apply the following sanctions:

- Discuss with the Phase Leader who will also work with the child

- The Phase Leader will decide if the child needs to stay behind at playtime/lunchtime
- Email/phone parents

For Serious Misdemeanours

For more serious incidents a sanction will be applied and recorded by the Vice Principal, Head of Primary. This may include a physical attack on another child, ongoing bullying or where behaviour is consistently poor, the Assistant Head for that Phase, Deputy Head, Pastoral and Vice Principal, Head of Primary will be informed. After consultation with the member(s) of staff concerned, they might:

- Ask the staff member to continue monitoring and dealing with the issue
- Talk to the child individually
- There may be an occasion where a written apology/letter is necessary
- Discuss with the Phase Leader
- Talk to child's parents
- Create an individual plan to improve behaviour

In very serious cases, the Vice Principal of Primary School will follow the Serious Discipline Policy, and after discussion with the Principal of the whole school, might take further action, including a fixed term or permanent exclusion of the child from the school. A fixed term exclusion shows the child and the parent that the school will not tolerate this behaviour. The parents will receive a formal explanation in writing (as well as any informal discussions) and may be warned what will occur if the incident is repeated.

Recording behaviour incidents

Behaviour incidents are logged on CPOMs. The Primary behaviour record (Stored on SharePoint) may be used to record behaviours to gain information on type, frequency and patterns in timings. Incidents of bullying, racism and child on child abuse are recorded by SLT on the bullying or discrimination log (see Anti-Bullying policy).

Playground incidents

The adults on duty will deal initially with the incident and talk to those involved. They will follow up the incident by passing on any necessary information to the class teacher.

Use of Force

Corporal punishment must not be used or threatened under any circumstances.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. This is particularly necessary for EYFS children. The degree of force used should be the minimum needed to achieve the desired result. The named practitioner, the Vice Principal of Primary School, will record any significant incident in which a member of staff uses force on a pupil, and any event of this nature will be reported to the pupil's parent on the same day or as soon as reasonably practicable after the incident.

Other policies that directly influence this policy include:

- Child Protection & Safeguarding Children policy
- Teaching and Learning Policy
- Assessment Policy
- Anti-bullying
- Serious Discipline Policy
- Pupil Supervision Policy
- Health and Safety Policy
- Staff Code of Conduct.

Appendix 2: GSAL Senior School Behaviour Policy

Introduction

These guidelines deliver the fundamental elements of the GSAL Behaviour Policy within the context of Senior School and should be read in conjunction with GSAL Serious Discipline Procedures and Policy.

Great emphasis is placed on high standards of behaviour in senior school. We work in partnership with parents to encourage our children to be:

- READY: are they ready with all they need to engage in learning?
- RESPONSIBLE: are they responsible for their learning and their actions?
- RESPECTFUL: are they respectful of themselves and of others, both peers and adults around them?
- RESILIENT: are you resilient when learning and in life?

The last 3 are held as the values for the Senior School.

In addition, children are expected to use the THINK strategy (see Appendix 3) before they speak/act/post in order to help maintain good interactions with each other around the school and also outside of school when online.

“Life at GSAL requires us to think before we speak, act or post

- T – is it true?
- H – is it helpful?
- I – is it inspiring?
- N – is it necessary?
- K – is it kind?

Children’s behaviour is managed effectively, according to their stage of development and particular individual needs.

Nurturing, encouraging and celebrating high standards of behaviour contributes to a happy, safe and successful school community.

Basic Principles

Each pupil should *come to class with an approach that enables the student and all others in the class to learn.*

The key qualities we require from all members of the School are as follows:

- To be punctual to lessons, in the submission of work and in meeting deadlines
- READY
- To be organised in having the appropriate materials and kit
- READY
- To do your best by applying yourself fully to the task in hand
- RESPONSIBLE
- To listen to others as you would to be listened to; engaging and responding in a positive way
- RESPECTFUL
- To show consideration by respect for the views, feelings, property and the learning of others.
- RESPECTFUL
- To follow the instruction of teachers.
- RESPONSIBLE / RESPECTFUL

- To learn from mistakes, persevere and have a 'can do' attitude
 - RESILIENCE

The aim is consistent with:

- the need to provide a stable, secure environment within which all
- pupils will be able to work without disruption from others.
- allowing pupils the opportunity to learn from their mistakes and to
- improve their behaviour.

The need to meet the expectations of our parents for whom good discipline is a major consideration in their choosing to send their child(ren) to the School.

Standards of Behaviour

It is vital that all members of staff are consistent in insisting on and enforcing an agreed set of rules governing the conduct of pupils at all levels across the school. The following list is indicative of the broad expectation that we should have of all pupils, and staff should ensure that the behaviour of pupils is consistent with these expectations at all times.

- READY: are they ready with all they need to engage in learning?
- RESPONSIBLE: are they responsible for their learning and their actions?
- RESPECTFUL: are they respectful of themselves and of others, both peers and adults around them?
- RESILIENT: are you resilient when learning and in life?

Corporal punishment is illegal and may not be used under any circumstances.

Child on child abuse

We recognise that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying, on-line bullying, prejudice-based and discriminatory bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting and abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never passed off as 'banter' or 'just having a laugh' or 'part of growing up' or 'boys being boys'. Our school has a zero tolerance approach to such attitudes and behaviours, it is never acceptable and should not be tolerated. Child-on-child abuse can happen outside the school as well as in school or online and we will act on any situation that is reported.

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ+ Children and young people and those who are from different communities.

Staff need to be vigilant at all times, even though there may be no reports of it, does not mean it is not happening. All concerns around child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in the school's safeguarding policy. The DSL is responsible for providing support to all children involved in incident of child-on-child sexual abuse.

We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate).

We will ensure that all children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe.

In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

The school has put in place safeguards to reduce the likelihood of child-on-child allegations. An ethos of respect, friendship, courtesy and kindness with clear behaviour policies which set out the school's expectations and consequences for unacceptable behaviour together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum, and raising staff awareness, however we recognise despite this we need to be alert to child-on-child abuse.

All staff are trained to manage a report of child-on-child sexual violence and sexual harassment.

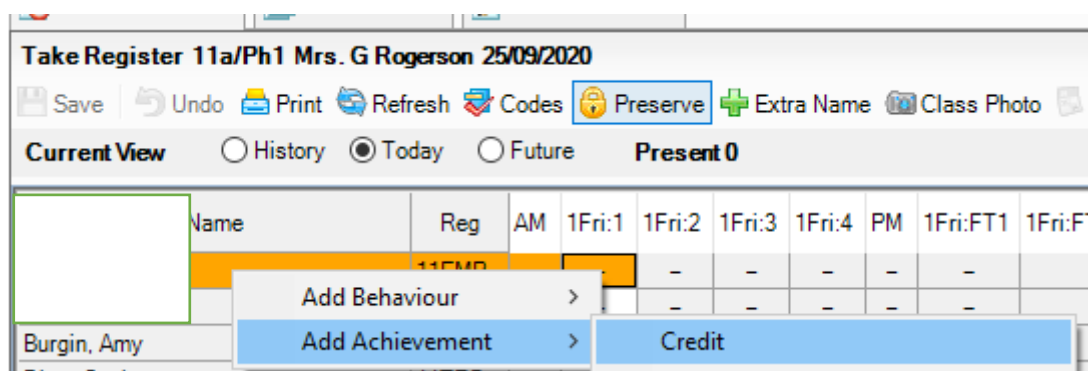
Rewards (listed as 'achievement' on SIMS)

GSAL Senior School has a number of mechanisms for praising and rewarding good work and effort by students. This good work and effort may be in a variety of contexts and is not confined to the classroom.

The nature of praise depends on the context.

	Background	Procedure	Example
Verbal praise	Verbal praise for something worthy of highlighting	Subject teacher acknowledges this in a classroom either discretely with the pupil or in front of the whole class.	Acknowledgement within classroom/lesson either shared 1:1 with pupil or in front of the whole class.
Achievement point	Listed on SIMS Leading to a certificate for a significant total awarded by HoY	Subject teacher or other colleagues award on SIMS Form tutors monitor running total	A single very good piece of work in class or homework Commitment, loyalty and service

		HoY identifies high achievers and awards in assembly.	
Congratulations Postcard	Postcard	Subject, teacher recommends. Department agrees HoD or DHoD implements	Exceptional marks in a progress or topic test
Prize	End of Year prize list 1 Subject excellence prize for a boy or girl 2 subject progress prizes – one boy and one girl in receipt	HoD recommends against clearly defined criteria HoY determines distribution SDH (Pastoral) organises outcome	Performance in the end-of-year examinations or in module tests.



Sanctions (listed as 'behaviour' on SIMS)

Any sanctions will be decided upon taking into consideration the context for the individual pupil concerned, particularly in respect to any disability (in line with Schedule 10 of the 2010 UK Equality Act).

Where a student has an identified individual need that impacts on their ability to conform to behavioural or organisational expectations, the school will put appropriate provision in place, including reasonable adjustments, and work with parents to support the student in overcoming these difficulties. This will be done in consultation with the student and their parents. If the student then fails to conform to expectations despite appropriate support, the usual school procedures will apply.

	Background	Procedure	Example
De-escalate and diffuse	Try to bring the pupil back in to the lesson in a non-confrontational way	e.g. making eye contact, checking their understanding, standing near them, tapping the desk they are at	
Ask	Teacher responsible for the student in	Have a conversation with the individual to	

	breach of discipline has a conversation with them.	help them understand and acknowledge what they are getting wrong.	
Tell - Verbal Warning	Teacher responsible for the student in breach of discipline gives the verbal warning.	Highlight verbally to the pupil that they have broken the rules	"Do you understand that x behaviour is at fault. This is a verbal warning as behaviour x is not appropriate"
Result – Behaviour point applied to SIMs	Teacher responsible for the student in breach of discipline adds a note to the behaviour record on SIMS	Discuss with student in a private and non-confrontational manner. Add to SIMS	
Department Detention / Head of Year Detention - Lunchtime	Wherever possible, the subject teacher retains control but issues a department/Head of year detention.	3 behaviour points for one subject may lead to a department/Head of Year detention. One extreme incident may lead straight to a department/Head of Year detention.	
School Detention – After school	Wherever possible, the subject teacher retains control but issues a department/Head of year detention.	Chewing gum is a straight after school detention. 3 department detentions may lead to an after school detention.	
Meeting with Parents	Repeated poor behaviour needs a conversation with the parents and subject teacher and individual.	Potential to go 'on report' for a two week period or multiple thereof	
Internal exclusion	When a serious breach of discipline is considered. This may be deemed to be sufficient sanction.	Where appropriate, a student may be internally segregated from the rest of the school while the incident/rumour is investigated. This may be deemed to be sufficient sanction.	

The form tutor together with the Head of Year and Deputy Head of Year will keep an overall picture of individual pupils' behaviour records through the concerns raised on CPOMS and behaviour records logged on the SIMS database. The Head of Year may use Report Cards and other sanctions including on-going consultation with parents or may refer the matter to the Deputy Head Pastoral and Senior Deputy Head, Pastoral for further advice or action.

Form Tutors will aim to review the behaviour and achievement record of all their tutees at least once every timetable cycle under the direction of HoY/DHoY. Taking into account the context of the pattern of behaviour the following responses may be initiated:

If a student has accrued 5 behaviour points then following a conversation with the student the form tutor may consider calling parents

If a student has accrued 10 behaviour points then the HoY/DHoY may consider talking with the students and this would be followed up by a communication with parents

If a student has accrued 15 behaviour points following a conversation with the student the the form tutor may consider recommending that the student be placed 'on report', a communication would be sent to parents and a meeting to review behaviour would be convened – FT, HoY/DHoY, student a parents to attend

Any period 'on report' should be for multiples of the two-week timetable. Once off report no student should be placed back on report within the same academic year unless the circumstances are exceptional.

If a student falls below the expectations of the school whilst on report, or taken off report, then the HoY may, in consultation with the DH Pastoral initiate the serious disciplinary procedures and policy.

The screenshot shows the 'Take Register' software interface. At the top, there's a 'Take Register' button and a search bar. Below that are icons for Save, Undo, Print, Refresh, Codes, Preserve, Extra Name, Class Photo, Minutes Late, Comment / Work, and Links. The 'Current View' section has radio buttons for History, Today (selected), and Future, and a 'Present 0' label. The main table has columns for Name, Reg, AM, 1Fri:1, 1Fri:2, 1Fri:3, 1Fri:4, PM, 1Fri:FT1, 1Fri:FT2, 1Fri:5, and 1Fri:6. A student's record is highlighted in orange, showing '11FMP' in the 1Fri:1 column. Below the table, there are two rows of incident data:

Action	Description	Status
Add Behaviour	Lack of engagement in Teams (remote working)	Resolved
Add Achievement	Missing laptop	Unresolved

Serious breaches of discipline include physical violence/assault, stealing, sexual impropriety, social media misuse, vandalism or computer hacking, threatening and abusive behaviour towards a member of staff or another member of the community, malicious accusations against members of staff, persistent bullying, prejudice and discrimination of groups identified under the 2010 Equality Act, substance possession or misuse (of nicotine, alcohol, solvents or controlled drugs), possession of dangerous weapons and the falsification of documents. This is not an exhaustive list. Serious breaches of discipline from students in will be addressed following the Serious Discipline Procedures and Policy (this includes the policy on expulsion, removal and review).

Conclusion

This Behaviour Management Policy provides a clear framework within which all staff are required to operate. It cannot be emphasised too strongly, however, that good discipline is best maintained by punctual arrival at lessons, thorough preparation, a courteous but firm approach to pupils at all times and a light confident touch linked with appropriate humour which recognises the pressures and stresses of being a pupil in a busy and demanding establishment.

Appendix 3: THINK strategy posters around school



Appendix 4: Behaviour Policy overview

