



**St George's**  
School Edgbaston

# STUDENT BEHAVIOUR MANAGEMENT POLICY

Revised: February 2019



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## 1. Rationale, Aims and Objectives

### Rationale

Discipline is a key feature of school life about which there should be a clear, shared understanding between the Head Teacher, staff, parents, students and Trustees.

Our overriding aim is to equip students with the values, discipline and integrity to be ultimately responsible for their own behaviour and the impact they have on others.

Good behaviour ensures a Safe environment in which students can feel Secure and therefore be Successful in their learning. It promotes high standards of social skills (good manners, empathy, perseverance, resilience and confidence), reflecting the shared values of the school and encourages social development and good citizenship. We encourage our students to be good citizens and to develop the strategies needed to deal with situations in everyday life. This policy is written to promote an open climate where people feel able to share and talk about issues both positive and negative.

We want our school to be a happy, safe place where students feel valued, and can thrive educationally, emotionally and socially. Good behaviour helps these things to happen. We want our students to be self-disciplined, independent and to show consideration and respect to others. Therefore, we encourage students to take a growing responsibility for their actions and to sort out any difficulties in a peaceful way empowering them with valuable life skills.

St George's School is a Rights Respecting School (RRS) and supports the UN Convention on the Rights of the Child; these articles were considered when writing this policy and when creating an Upper School RRS Charter:

**Article 2:** You have the right to protection against discrimination

**Article 14:** You have the right to think and believe what you choose and also to practise your religion, as long as you are not stopping other people from enjoying their rights

**Article 19:** You have the right to be protected from being hurt or badly treated

**Article 23:** Children with a disability have the right to live a full and decent life with dignity and, as far as possible independence, and to play an active part in the community

**Article 28:** You have the right to an education

**Article 31:** You have the right to relax and play

Successful implementation of the policy achieves a balance between recognition of good or poor behaviour, responsibility, mutual respect, shared values and trust.

The Student Behaviour Management Policy aims and ethos:

- Enable effective teaching and learning.
- Promote positive behaviour through the implementation of a positive behaviour policy, via the school rewards system and celebration of achievement, modelling of

positive behaviour by staff and with the help of effective support from parents and carers.

- To emphasise the importance of good behaviour and its relationship to learning.
- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour within the whole school community.
- To encourage every member of St George's School to show care, courtesy and consideration to other members of the school and to the wider community.
- everyone should feel SAFE (physically and emotionally)
- everyone should feel SECURE (comfortable in their environment at all times)
- everyone as a result will be SUCCESSFUL (able to achieve their full potential)

## **2. Principles**

The school recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and students from learning are not acceptable.

The following principles should be recognised if a whole-school approach to behaviour management is to be successful.

1. An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved.
2. The Student Behaviour Management Policy is a partnership between all members of the school.
3. A whole-school approach is intended to be preventative wherever possible. Pro-action is more effective than re-action.
4. Self-discipline should be the ultimate aim for all members of the school.
5. Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently.
6. Sanctions must be administered fairly and be appropriate to the breach of conduct.
7. Effective behaviour management seeks to avoid aggressive confrontation.
8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.
9. Behaviour is responded to in line with this behaviour policy – where reasonable adjustments are made to accommodate individual needs.

Other school policies should be referred to in conjunction with the Student Behaviour Management Policy, for example:-

- Anti-Bullying Policy
- Exclusions Policy
- Safeguarding Policy

- Special Educational Needs Policy

The Equality Act (2010) and Behaviour and Discipline in Schools (2016) were also used for guidance in addition to the above documents/policies when developing our Behaviour Management Policy.

### **3. Practice**

Good behaviour will be promoted through the establishment of good relationships within the school community built upon mutual respect.

Assemblies play an important role in promoting the ethos of the school where courtesy, respect and good behaviour are the expected norm.

Tutor time also provides opportunities for consideration of behavioural issues, in particular through the tutor time programme, where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed.

The school will seek to provide a relevant curriculum for all students. The provision of high quality teaching and learning is central to achieving good behaviour.

The school adopts the Reflective Behaviour Chart (Appendix i) which forms the basis of behaviour management. This is used to assist staff if it is needed. From this document, The Behaviour for Learning charter has been created to assist students and is displayed around school. This document outlines the school's key expectations regarding behaviour both inside and outside of the classroom and is positive in its approach (Appendix iii). The Student Code of Conduct (Appendix ii) is also displayed around school, printed in the student's planners and emphasised in assemblies.

Students who are experiencing behavioural and emotional difficulties will be supported through the school's pastoral, counselling and multi-agency work.

Student Behaviour Events, both positive and negative, are recorded on the school's Management Information System (ePraise), with more serious incidents and circumstances being logged on CPOMS. These events are monitored, managed and analysed by pastoral staff and SLT.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site. Staff are provided with INSET to help them develop their behaviour management skills.

### **4. Roles and Responsibilities**

We are aware that the whole school community has a part to play in encouraging appropriate behaviour in and out of school. We support students in developing self-discipline

through giving them increasing responsibility and independence as they go through the school. Students are expected to take increasing responsibility for their actions.

Class Teacher will - (Stages 1, 2 and 3)

- Plan and deliver engaging lessons of an appropriate level of challenge
- Maintain a positive, well managed classroom environment.
- Use Rewards and Sanctions as outlined in the whole school Student Behaviour Management Policy (Appendix i, ii, iii).
- Record behavioural events, both positive and 'below expected', on the school's Management Information System when required.
- Refer students whose behaviour gives cause for concern to their Head of Faculty Curriculum Leader, Student Progress Leader, Key Stage Leader or the Senior Leadership Team as detailed in the different stages of the Reflective Behaviour Table. (Appendix iii)

Teaching Assistants and Support Staff will - (Stages 1, 2 and 3)

- Assist in maintaining a positive and well managed environment.
- Refer students whose behaviour gives cause for concern to their Class Teacher.

Heads of Faculty will - (Stage 4)

- Ensure that their Department follows the agreed and adopted Student Behaviour Management Policy with regard to both rewards and sanctions and role and responsibilities
- Support members of their department with behavioural issues with individual students or classes.
- Place students on a subject report for their curriculum area if required.
- Contact, or meet with, parents when necessary.
- Organise departmental detentions.

Heads of House will - (Stages 4, 5 and 6)

- Liaise with staff and Heads of Faculty with regard to concerns about the behaviour of individual students or groups of students.
- Monitor the attitude, effort and quality of work of individual students across the curriculum.
- Place students on a daily Head of House report.
- Contact parents by letter or telephone.
- Arrange meetings with parents/students.
- Use the schools Management Information System to monitor, analyse and manage student's behaviour.

Senior Leadership Team will - (Stages 5, 6, 7 and 8)

- Ensure departments they line manage fulfil their roles and responsibilities and follow Student Behaviour Management Policy.
- “Walk the school” calling into lessons particularly those lessons which staff have identified as a behaviour “hot spot” where SLT support has been requested including any lessons being covered.
- Place students on SLT report having liaised with the Head of Faculty and/or Head of House.
- Place students on Internal Isolation when there has been a serious breach of the school’s behaviour expectations. Discuss with the Headmaster a Fixed Term Exclusion for the more serious breaches of school conduct.
- The Headmaster or in their absence the Deputy Headteacher will consider Permanent Exclusion for the most serious breaches of school conduct.
- Consider implementation of an Individual Support Plan where appropriate.
- Liaise with parents and other agencies where needed and appropriate.

Responsibility for the school’s behavioural policies and practice is that of the Senior Leader Welfare, Care, Guidance and Support (Head of Pastoral)

**Positive Staff behaviour:**

Staff who make a point of showing care, concern and respect for all students individually, regardless of an individual’s reputation, tend to have few difficulties.

Staff will:

- Be calm, good humoured, confident and trusting.
- Treat all students as special by showing concern for them, both personally and in terms of school progress.
- Make time to talk to all students both in and out of lessons.
- Treat students, as they would like to be treated.
- Make rules clear; uphold them very firmly, but fairly and with sensitivity.
- Use praise to guide rather than criticism. Particularly recognise and praise students who are having difficulty in consistently upholding the rules yet are making a concerted effort.
- Avoid labelling, shouting at, confronting or criticising students. Explain firmly but without annoyance what is wrong and how they must behave.
- Look to use de-escalation strategies where possible to manage an individual’s/groups behaviour.
- Use Restorative Practices as a means for conflict resolution where possible.

All members of the St George’s School i.e. anyone who works in or visits the school are expected to treat others in a polite, respectful and well-mannered way. This is outlined in the St. George’s Upper School Charter, as part of our Unicef Rights Respecting School Programme (see school planner).

- Students to each other
- Teachers to students
- Staff member to staff member
- Students to any members of staff or adult helpers
- Visitors to staff or students

### **Positive Student Behaviour:**

- Respect for others
- Students are encouraged to take responsibility for their own behaviour in an age appropriate manner
- Students are expected to join staff in creating a caring, mutually supportive ethos where everyone is valued
- Students should know and understand the rules, rewards and sanctions of the discipline policy

### **Parents & Carers**

Parents/Carers form part of the school team, and we ask for their support in dealing with, and in improving the behaviour of their students. Parents/Carers may be asked to regularly visit their student's class teacher to monitor progress, or to support a reward system at home based on improvements in school. We believe that by working in a positive partnership we can set a good example for the students in our care and provide a safe, structured system allowing them to develop self-discipline and good behaviour.

## **5. Internal Isolation, Fixed Term and Permanent Exclusions**

For serious breaches of the students Code of Conduct or the Behaviour Chart, where students in the opinion of the Senior Leader have reached or exceeded Stage 5 of the Reflective Behaviour Chart (appendix i) students will be placed in Internal Isolation for a short period of time.

For extreme breaches of the school code of conduct the Headmaster or in their absence the Deputy Headteacher may choose to issue the student with a Fixed Term Exclusion, these range from one to fifteen days depending upon the severity of the incident. The Headmaster or in their absence the Deputy Headteacher may also choose to permanently exclude a student if it is felt appropriate.

If a student receives any form of exclusion or placed in Internal Isolation Parents/carers will be notified by a member of SLT. For fixed term and permanent exclusions parents/carers will receive written notification from the school outlining the nature of the incident and exclusion duration.

## **6. Appeals**

Any appeals must be made in writing to the Clerk to the Board of Trustees as outlined in the letter notifying Parents/carers of the exclusion.



## **7. Behaviour for Learning**

It is important to encourage all students to adopt a consistent response to their learning both in lessons and as they move around the school grounds. Appendix iii, the Behaviour for Learning Charter, details what is expected of our students and what they can also expect in school. It discusses the notion of respecting themselves, others and the school environment. It explains how exemplary behaviour may be rewarded and how below expected behaviour may be sanctioned.

## **8. Classroom Rules**

Our classroom rules are reviewed regularly by the students and staff. These rules apply to the whole school. The rules for classrooms should be followed by all students in every lesson.

1. Arrive to your lessons on time.
2. Be prepared for your lessons and have all the relevant equipment ready to use e.g. pencil case, books, school planner.
3. Listen carefully and follow instructions.
4. Sit where your teacher has placed you and work hard to complete your classwork.
5. Always give your best effort in lessons and complete all homework.
6. Show respect to staff and fellow students.

## **9. Whole School Rewards**

The Behaviour Policy sits alongside the Rewards Programme at St. George's School. The Rewards Programme has been created with the assistance of the School Council – who believe that rewards are an essential way of motivating students at our school to achieve and follow behavioural expectations and the code of conduct.

We believe it is important to give something tangible to students who show exemplary or achieve above expectation or show significant improvement in attitude, service, uniform, attendance or any other area of school life.

Rewards systems are not effective with a “one size fits all” philosophy. If this is the case, the same group of students are rewarded all of the time. This is proven to act as a disincentive to many students, defeating the object of a reward system in the first place.

We aim to operate an all-inclusive system in which all students' strengths, learning styles and abilities are recognised.

House Points will be awarded electronically by staff or can also be issued by the House point stamp in work books and obtained in a variety of ways. Students can be awarded for things such as achievement, significant improvement, good effort levels, exceptional work, excellent homework, outstanding group work, helping or assisting others in and around school, good tutor time work, involvement in the community, charity and school events and

for representing your house in a variety of competitions and many more different ways. All staff will have a limit to how many House Points they can award in a week to ensure fairness and the house point totals remain realistic.

Students will be able to log into their own personal rewards profiles and monitor both their own and their House's progress. Students and staff alike can see exactly how many house points students have earned and will receive a total breakdown of House points in terms of what they were awarded for and by which staff members.

The system acts as a Record of Achievement and allows staff to award academic and extra-curricular accolades which are recorded on individual student profiles.

The points collected throughout the school academic year by students will be rewarded at end of term assemblies, celebrating subject successes, exemplary attendance and HOH awards. The student led School council are working to develop further ways in which students can convert House Points into rewards at different stages of the term in addition to the current system discussed above.

## **10. Sanctions**

If a student chooses to break the classroom rules the following will happen:

A warning will be given verbally and the 'below expected' behaviour identified.

If the behaviour continues, a second verbal warning will be issued. At this stage, the behaviour event will be logged by the class teacher as a demerit and on CPOMS and the classroom expectations will be reinforced.

If poor behaviour continues, a student may be asked to move seat or a detention may be issued. This can be up to 15 minutes at break, lunch or after school.

If poor behaviour remains over a period of time, a departmental detention may be issued. This can last up to 30 minutes at lunchtime or after school. A student may also be placed on subject report and parents contacted. If a detention is issued after school, parents should be given notification.

If repeat offences are made in lessons, students may be placed on daily report or given an internal exclusion or in more severe cases a fixed term external exclusion. All of the above instances should be logged by staff members on CPOMS ensuring the information is copied in to the relevant staff members.

Class Teachers should always look to de-escalate incidents of poor behaviour and use a range of classroom strategies, including LSA's, mentors or support from a member of the inclusion/pastoral team to help manage student behaviour.

### **The severe clause:**

### **Wilfully is the key word e.g.**

An incident which after careful investigation of the facts reveals a deliberate act of: physical aggression, proven theft, vandalism, serious disruption of a student's learning or bullying behaviour of any kind, would be dealt with under the severe clause.

If a student:

- Harms another student
- Prevents the teacher from teaching or a student from learning
- Is racist
- Has been bullying another student
- Destroys property or steals

They should be referred to their Head of House, who will liaise with the member of SLT (Pastoral) to agree the sanction depending on the nature of the offence. The Head of House will also notify the students' parents.

It is vital that the teacher carefully interprets '**refusal to do as they are told**':

- Does the student understand what was expected?
- Was the instruction clear?
- Is the task appropriate for the student's ability?

### **Behaviour out of school**

In line with guidance set out in "Behaviour and Discipline in schools" DFE January 2016, the school reserves the right to discipline students for poor behaviour out of school, including cyberbullying and inappropriate use of social media.

The guidance states that, subject to the behaviour policy, teachers may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

***Under no circumstances can corporal punishment be used or threatened at St. George's School.***

### **Persistent Poor Behaviour**

If a student is persistently making poor choices the Head of House or Senior Leaders may take the step of placing the child on an ABC (Antecedent, Behaviour, Consequence) Log , Behaviour Report or Individual Support Plan and their behaviour in both structured and unstructured times will be recorded and monitored. Parents will be informed and kept abreast of progress.

When a student shows that they are capable of making consistent good choices i.e. most records in the log celebrate positive behaviours, the Log/Report or Support Plan may be withdrawn.

If a student is issued a Permanent exclusion for persistent below expected behaviour, this would be seen as the final, formal step in a concerted process for dealing with below expected behaviour/disciplinary offences following the use of a wide range of other strategies, which have been unsuccessful.

It is an acknowledgement that all available strategies have been exhausted by the school and is used as a last resort.

This would/could include persistent and defiant misbehaviour including bullying (which would/could include racist, homophobic or peer on peer bullying) or possession and/or use of an illegal drug/ drug related materials or weapon on School premises. This is not an exhaustive list and there may be other situations where the Headteacher (or Deputy) in conjunction with the Chair of Governors makes the judgement that exclusion is the appropriate sanction.

### **Using reasonable force**

The Children Act 1989 makes clear that in any decision involving a student the paramount consideration must be the student's welfare. Paramount means it should be the first thing people think about and it should take precedence over all other considerations. For that reason staff need to carefully consider what is in the best interest of the student, both in the short term and the longer term.

In exceptional circumstances, staff may need to take action in the best interest of the student and the use of reasonable force may be required to achieve this. St George's School acknowledges that physical interventions which use varying degrees of reasonable force are only a small part of a whole setting approach to behaviour management. On very rare occasions it may be necessary to restrain a student.

The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible.

- Self-injuring
- Causing injury to other students, staff, parents and visitors.
- Causing significant damage to property.

The paramount consideration is for staff to work in the best interests of the student. Reasonable force will only be used when no other effective alternatives are available. The majority of staff at St George's Upper School have been Team Teach trained.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger or personal injury to any person (including the student), or to manage a student's behaviour if absolutely necessary.

## **11. Additional Considerations of Policy**

### **Equal Opportunities**

This policy must be applied equally and fairly to every member of the school community and during its development consideration was given to the Equality Act (2010).

There is a shared commitment to oppose offensive / racist / sexist remarks for both students and staff.

The school will regularly review sanctions applied through the limit setting consequences to particular groups e.g. gender, race, SEN, disabilities.

### **Special Educational Needs and Disability (SEND)**

Students who experience difficulties in managing their own behaviour will be treated sensitively, according to their needs, in close co-operation with parents. For some students with behaviour difficulties this may be as a result of an underlying condition that means they find behaving appropriately difficult – for example, students on the autistic spectrum or with ADHD (see appendix iv). For other students it may be a result of environmental circumstances such as a lack of routine, boundaries or consistency. It may also be a result of neglect, abuse or early childhood trauma.

For a student with challenging behaviour this is a form of special educational need. In the same way as any other SEND, it is the teacher's responsibility to constantly reflect on their own practice – giving consideration to why a student might be behaving in a particular way, and the best way to support them in making more appropriate choices.

For a small number of students the behaviour policy will not necessarily be applied in the normal way, and adjustments will need to be made. Each student will need individual consideration before strategies are implemented, examples of possible strategies are:

- Having one target that is the focus – possibly linked to a behaviour chart.
- Teacher choosing the "battles to fight" and choosing to ignore other low level behaviours, as long as they aren't impacting on other student's ability to work or a teacher's ability to teach.

This does not mean that students are allowed to “get away with things” – poor choices are still challenged and dealt with - it is simply that a different approach is being taken, due to them having a special educational need.

Parents of students with behaviour difficulties will be regularly contacted – and as with our normal practice, for both positive messages as well as keeping them updated on their student’s progress.

Other students in the class will recognise that the student is being treated in a different way. In the vast majority of cases they will intuitively understand what is happening and why. However, if the class teacher feels it is necessary they can hold a circle time, in the student’s absence, to explain.

Students with longer term behaviour difficulties will be entered on the SEND register at the appropriate stage and a Pupil Passport will be written to address their behaviour needs and requirements.

## **12. Bullying**

Bullying can have a dramatic and long lasting impact on the lives and emotional well-being of students. School takes incidents of this kind very seriously, and the points below should be read in conjunction with the School’s Anti-Bullying Policy.

### **Understanding of bullying and the forms it can take.**

With bullying so frequently mentioned in the media young students often have difficulty identifying bullying and the many forms it can take. Our PSHE/Tutor Time curriculum provides many opportunities throughout the curriculum for students to discuss these issues and their experiences in depth and to ensure that students are clear about the nature of bullying. The school is also involved annually in the nationwide Anti Bullying Week Campaign.

### **People involved in the prevention of bullying.**

Prevention of bullying is seen as a whole school issue and therefore the responsibility of everyone; staff, parents, trustees and students to report any incidents.

### **Protocol for dealing with incidents of bullying.**

Staff awareness is vital. Staff must report and watch over students who suddenly have a change in their behaviour or their work, show a loss of appetite, or have several unexplained absences. Students are also encouraged to speak up and share any potential bullying incidents they have either been on the receiving end of or have witnessed.

**Staff are aware that any incident relating to bullying should be referred to the HoH/SLT immediately or should be treated as a Child Protection concern if there is reasonable cause to believe a student may suffer significant harm.**

Parents will be informed and involved regardless of the outcomes.

**Supporting students who have been bullied, and those who have been the bullies.**

Depending on the nature of the bullying incident students will be made to feel safe and as confident as possible by sensitive use of student groupings, the temporary removal of the 'bully' from the playground/classroom. School will work closely with parents and arrange that any concern be reported to the Head of House/SLT to ensure any incidents are dealt with effectively and quickly, with the aim to ensure that the bully and the recipient of any bullying incidents are fully rehabilitated.

**Principles of Management:**

Teachers must make the code of conduct explicit to students and carry it out consistently e.g. to repeatedly state the need to:

- Use names when addressing another person
- Give eye contact
- Stop work and pay attention when spoken to
- Care for resources and property
- Respect and follow classroom routines, school systems and rules
- Wear uniform wherever possible
- Come properly equipped for lessons

Expectations should be reasonable, fair and consistently demanded.

Teachers must have positive expectations about their ability to maintain classroom behaviour e.g.

- Be authoritative
- Expect to receive respect/silence/attention
- Be assertive
- Don't speak until everyone is listening
- Demand courtesy and respect for all
- Never accept less than an individual is capable of

Teachers must take a clear leadership role in the classroom whilst developing a supportive ethos e.g.

- Have high expectations – demand and expect positive outcomes
- Identify with their class – 'my class / our class'
- Respond to the good and bad news of class members

Teacher should adopt the following stance in the classroom.

- No student will prevent me from teaching for any reason
- No student will prevent another student learning for any reason
- No student will behave in a way, which is not in its best interest, or in the best interests of others for any reason.

Teachers need to:

- a) Set clear classroom targets  
e.g. the appropriate time scale for work, correct classroom behaviour (all relative to the student's ability)
- b) Set effective limits  
e.g. for going out to the toilet or to wash equipment or visit another class, for maintenance of room and equipment and student's access to it
- c) Give effective, positive support  
e.g. use rewards in the system, approach students positively, remember the daily fresh start, convey genuine care and liking for the student while rejecting specific behaviour

**Senior Leadership Responsibilities:**

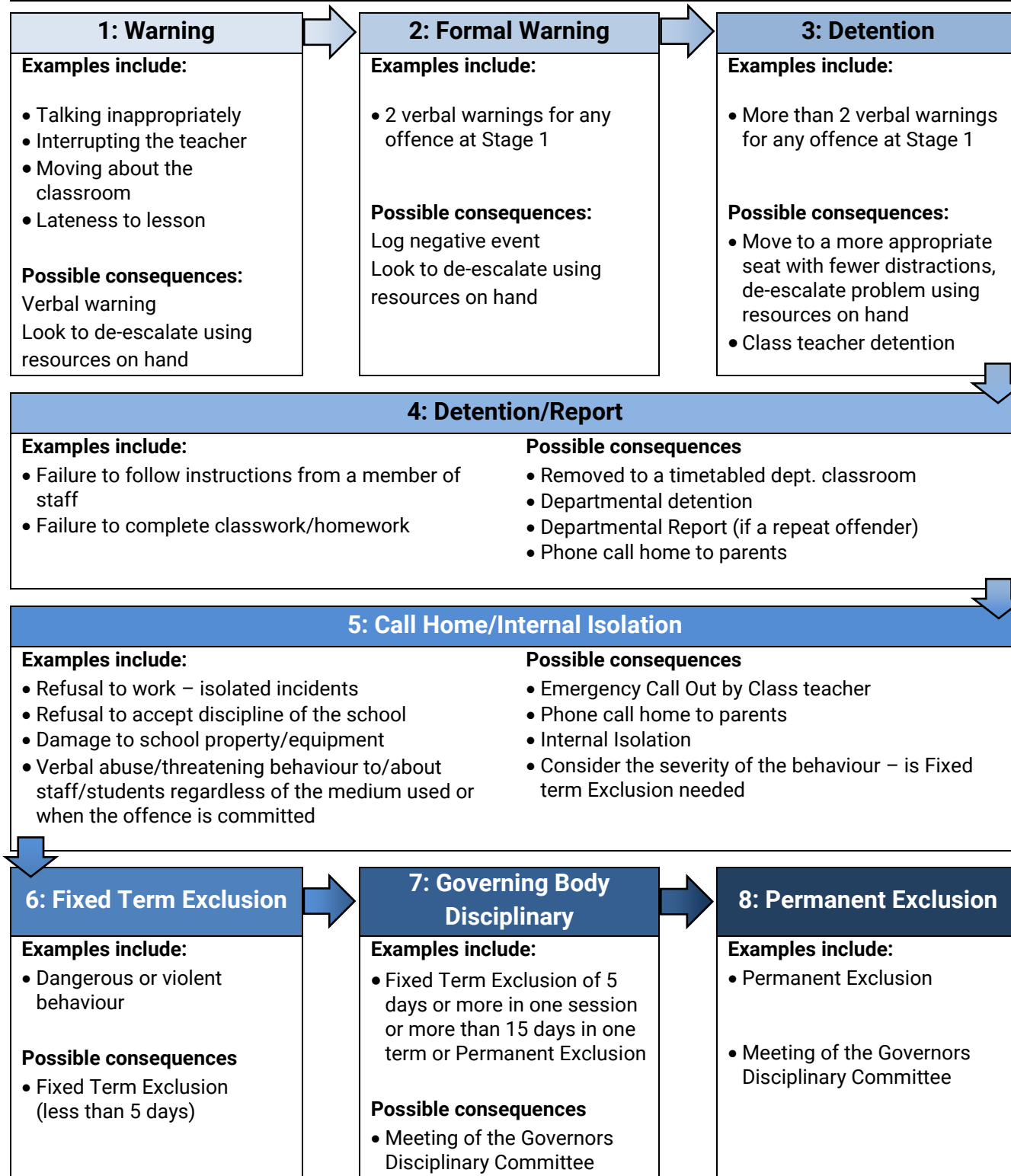
If a matter is referred to a member of the SLT the member of staff will:

- Investigate the matters fairly and thoroughly
- Check with the Head of House that stages 1 – 4 of the Reflective Behaviour Chart have been completed
- Consider implementing an Individual Support Plan (see appendix iv)
- Contact parents if necessary and liaise with outside agencies where required
- Internally or externally exclude if necessary



## Appendix i.

### REFLECTIVE BEHAVIOUR CHART



## **Appendix ii.**

### **STUDENT CODE OF CONDUCT**

#### **Uniform and Appearance**

- Shirts are to be worn tucked in.
- Blazers must be worn around school.
- Coats should be normal outdoor coats with no large markings. These should not be worn in the school building.
- Shoes must be plain black with no markings or brandings on.
- Students are not allowed any jewellery other than a pair of small studs.
- No hats are to be worn within the school building or grounds.
- No hoodies should be worn in school.
- Cosmetics should be kept to a minimum.

#### **Behaviour in Classrooms, Corridors and School Grounds**

- Move calmly and quietly around the school walking on the left hand side of corridors, stairs and steps.
- Keep the school clean and tidy putting litter in bins and keeping walls and furniture unmarked. Students will not deliberately damage the school property. Chewing gum is forbidden.
- Students should line up quietly outside classrooms until a teacher arrives.
- You should ensure that you have everything with you that you need for each lesson.
- You should take great care of your own and other peoples property. You should not touch other people's belongings unless you have their permission.
- You should not engage in any abusive, threatening or bullying behaviour towards any other students or staff at the school. This includes physical and verbal abuse.
- Smoking is forbidden in school and on the way to and from school.
- You should not bring any sharp objects e.g. knives or screwdrivers into school under any circumstances.
- You must not be in the possession of or consume alcohol or any other narcotic substance in school.
- Mobile phones or any other electronic devices (MP3 player, iPods etc) are not to be used or seen on the school premises between the hours of 8.00am and 3.35pm unless with permission from a member of staff. These items will be confiscated and sent to the school office. The school will not take responsibility for their loss or theft.
- We strongly recommend that any items of value, or large amounts of money should not be brought into school. If parents wish their students to carry mobile phones or any of the above for use on their journeys to and from school, they do so at their own risk.
- Only students with notes in their planners are allowed to use the toilet during lessons.

#### **Lunchtime and Breaks**

- No students are allowed off site during morning break or lunchtime.

- No students should be in the areas deemed to be out of bounds e.g. Side of the Art Block or Lower School Grounds.
- Students should make their way to form or classrooms on the sound of the bell.
- No bags or coats should be left in the crush hall or taken into the canteen.
- Students should not congregate around the locker areas.
- In the event of a wet break students will be allocated an area and must remain in that area, unless told otherwise by a member of staff.
- Students are allowed to drink water in a clear bottle, fizzy drinks are not allowed. Students must not drink in rooms where water poses a health and safety risk.
- Students should eat and drink in the school canteen. No food should be taken from the canteen.

### **General**

- School begins promptly at 8.25am. You should arrive at school on time. If you arrive late you must register at the 'late gate' up to 8.50am or at reception after 8.50am.
- You are expected to be punctual to all lessons.
- You must not leave the school site without a letter from a parent/guardian and permission from a senior member of staff. You must always sign out at reception when leaving the premises during the school day.
- If you are absent for any reason you should bring an explanatory note from your parent/guardian and give this to your Form Tutor on the day you return.
- If you are unable to do PE you must bring a note from your parent/guardian or a doctor.
- If you are unwell during the school day you should go to the school medical room. If you need to go home the school will contact home to make the necessary arrangements.

### **Serious Misconduct**

**The following actions are serious breaches of discipline and strictly forbidden. Students found to be indulging in any of these activities will face a fixed term or permanent exclusion.**

#### **Students must not:**

- Bully or intimidate other members of the school community
- Steal or cause deliberate damage
- Smoke or have cigarettes/lighters in their possession
- Deal or be in possession of drugs
- Be in possession of any weapon, real or imitation.

## Appendix iii.

### Behaviour for Learning

#### Expectations;

You are expected/can expect to be:

on time, dressed correctly, prepared for learning, included, resilient, respectful, involved, supportive, supported.

#### Respect yourself:

- Wear correct uniform
- Bring all the correct equipment
- Complete all the tasks set
- Behave and work well in lessons
- Never bring banned substances on site

#### Respect others:

- Be courteous in speech and attitude
- Be honest and truthful
- Be in the right place at the right time
- Exercise personal responsibility
- Give help when it is needed

#### Respect the environment:

- Treat the fabric, furniture and equipment with care
- Put litter in bins
- Leave areas clean and tidy
- Eat and drink in approved places

Poor



Behaviour

Good

#### Sanctions

- 1: Warning
- 2: Formal Warning
- 3: Detention
- 4: Detention/Report
- 5: Call Home/Internal Isolation
- 6: Fixed Term Exclusion
- 7: Governing Body Disciplinary
- 8: Permanent Exclusion

#### Rewards

- Feeling successful and proud
- Spoken and written praise
- Head of House awards
- Certificates
- Parents contacted by phone
- e-praise Merit Shop
- Attendance awards
- Pastoral awards
- Celebration events & assemblies
- Headmaster Awards

### Learning with Respect, Responsibility and Resilience



Appendix iv.

Behaviour for Learning



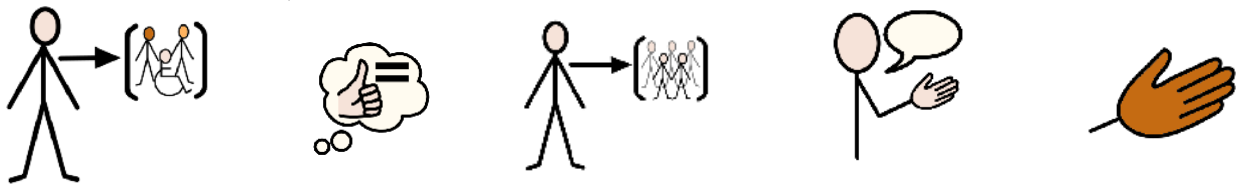
Expectations



You are expected / can expect to be:



on time, dressed correctly, prepared for learning,



included, respectful, involved, supportive, supported.



Respect yourself:

Wear correct uniform ✓

Bring all the correct equipment

Complete all the tasks set

Behave and work well in lessons

Never bring banned substances on site



Respect others:

Be courteous in speech and attitude

Be honest and truthful

Be in the right place at the right time

Exercise personal responsibility

Give help when it is needed



Respect the environment:

Treat the fabric, furniture and equipment with care

Put litter in bins

Leave areas clean and tidy

Eat and drink in approved places



# Sanctions and Rewards



Poor



Behaviour



Good

1: Warning



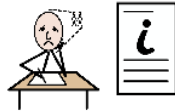
2: Formal Warning



3: Detention



4: Detention / Report



5: Call Home / Internal Isolation



6: Fixed Term Exclusion



7: Governing Body Disciplinary



8: Permanent Exclusion



-Feeling successful and proud



-Spoken and written praise



-Head of House awards



-Certificates



-Parents contacted by phone



-Attendance awards



-Pastoral awards



-Celebration events & assemblies



-Headmaster Awards

