



Highsted Grammar School

Behaviour Policy and Statement of Behaviour Principles



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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Truancy and non-attendance to lessons
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching



Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The Senior Leadership Group will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the School's expectations and behaviours policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Expectations for Behaviour –

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other



- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Letters or phone calls home to parents
- Special Recognition Assemblies

The school will follow the Staged Sanctions, identified in the Behavioural/Academic Concern Performa (Appendix 2):

See appendix 4 for sample letters to parents about their child's behaviour.

The school may use internal isolation in response to serious or persistent breaches of this policy.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally



- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs and disabilities manager (SEND Manager) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.



10. Training

Our staff are provided with training on managing behaviour as part of CPD.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governing body every three years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every three years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy

Reviewed and updated:

February 2019

Date of next review:

July 2021



Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every three years.

Appendix 2: Academic Concern Log

Student:		Year/Form
<u>Academic Concerns (Please include detail)</u>		
Subject:		Date:
Underperformance:		
Outstanding tasks:		
Poor Attitude:		
Attendance to lessons:		
Additional Information:		
<u>Chain of Response</u>		
Individual Responsibility	Action Taken	Outcome(Please include detail)
Classroom Teacher	Invitation to Support Session Issued: Y/N Additional resources provided: Y/N Parental Contact: Y/N	
Head of Department	Meeting with student: Y/N Parental contact: Y/N Parental meeting: Y/N	
Assistant Headteacher	Meeting with student: Y/N Parental Contact: Y/N Parental Meeting: Y/N	
Deputy Headteacher	Meeting with student: Y/N Parental Contact: Y/N Parental Meeting: Y/N	

Date of Resolution:

Behavioural Concern Log

Student:		Year/Form
<u>Behaviour Concerns (Please include detail)</u>		
Subject:		Date:
Disruption in lessons		
Non-completion of work:		
Poor Attitude:		
Incorrect Uniform:		
Truancy		
Repeated breaches of School Rules		
<u>Chain of Response</u>		
Individual Responsibility	Action Taken	Outcome(Please include detail)
Classroom Teacher	Verbal Warning/Reprimand: Y/N Lunchtime Detention: Y/N Parental Contact: Y/N	
Head of Department/House	Meeting with student: Y/N Parental contact: Y/N Afterschool Detention: Y/N Parental meeting: Y/N	
Assistant Headteacher	Meeting with student: Y/N Parental Contact: Y/N Afterschool Detention: Y/N Parental Meeting: Y/N	
Deputy Headteacher	Meeting with student: Y/N Parental Contact: Y/N Internal Isolation: Y/N Parental Meeting: Y/N	

Date of Resolution:



Appendix 3: Behaviour Log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	



Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear parent/carer,

Recently, your child, _____, has not adhered to the school's expectations for behaviour.

It is important that your child understands the need to follow our expectation for behaviour, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____



Second behaviour letter

Dear parent/carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me and my Head of Department/House after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____



Third behaviour letter

Dear parent/carer,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the Assistant Headteacher, and myself, to
discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to
arrange the meeting.*

Yours sincerely,

Head of Department/House name:

Head of Department/House signature:

Date: _____



Detention letter

Dear parent/carer,

I am writing to inform you that _____ has been given a detention on this date
_____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____



Behaviour Contract

I, the undersigned, do hereby agree to the rules presented below. I agree to uphold the values presented in this document during my time in Miss classroom. I understand that these rules exist to ensure success in myGCSE and I will do everything in my power to reach my full potential. I understand that following these rules will result in positive academic progress, but I also understand that any flouting of these rules will result in a suitable punishment.

- I will give my full attention during class
- I will ask if I do not understand
- I will listen when others are speaking, whether it is Miss or another member of the class
- I will make an effort to contribute lots of brilliant ideas
- I will come to lessons on time and in a positive frame of mind
- I will complete work on time and to the best of my ability
- I will not disrupt the learning of other students
- I will accept Miss decisions as final and speak with her at the end of the lesson if I feel there is a problem

Print Name _____

Signature _____

Miss



EXIT FORM

Name _____

Year / Form _____

What did I do in this lesson?

What was I thinking at the time?

What could I have done differently to prevent having to be removed from the lesson?

What do I think I need to do to put the situation right?

Signed _____

Date _____

Teacher comments

Form to be circulated through the appropriate Subject Leader / Head of House to file.