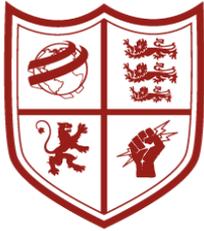


Stretford
Grammar School
Aspirat primo fortuna labori

Behaviour Policy

Ratified by Governors : October 2017



Behaviour Policy

Member of staff responsible: H Dolphin

Date: September 2017

Date for Review: Every two years.

Behaviour - Our visions and Values

Policy Rationale

Every student must have the opportunity to achieve success. We believe that students have the right to learn and teachers have the right to teach. It is the responsibility of all to contribute to an environment which encourages this for all.

High expectations, mutual respect and self-discipline are important. Good behaviour must be the norm and antisocial behaviour must not be tolerated.

We expect all adults in school to lead by example and seek to challenge and support students in developing appropriate and acceptable behaviour.

Rationale for the Behaviour Code

Good behaviour means that students must be **READY, RESPECTFUL AND SAFE** at all times and in all places in school and in the care of the school.

Rules for behaviour must:

- Be built on a whole-school approach to behaviour management
- Be built on statutory requirements
- Create a safe environment for all
- Respect the dignity of the individual
- Create an atmosphere of positive encouragement for all
- Be fair and clear to everyone
- Promote firmness as well as kindness
- Regulate student behaviour through the constant and consistent enforcement of rules by all members of staff
- Promote self-discipline and self-regulation and a proper regard for authority
- Prevent all forms of bullying
- Recognise the rights and responsibilities of parents in dealing with disciplinary issues
- Promote the concept of 'representing the School' by defining behaviour both in and outside school

- Support students in growing into responsible self-disciplined adults who show respect to others

Rationale for Rewards and Sanctions

Rewards should motivate students to:

- Aim high
- Study hard
- Develop excellent study skills
- Work to the best of their ability
- Produce work of outstanding quality
- Contribute to the school community through participation in extra-curricular events
- Help and support others

Rewards given should outweigh the number of sanctions given

- Sanctions must be applied consistently and fairly in order to regulate student behaviour and enforce standards
- Behaviour is dependent on many factors and it is not always possible to standardise sanctions relating to behaviour in an absolute manner.
- Sanctions must give students the opportunity to reflect on their behaviour and for support to be put in place, where it is needed.
- All disruptive behaviour, abusive language and laziness should be addressed when it occurs. If bad behaviour is ignored or tolerated, it will be seen by students as being condoned.

Attempts are made to escalate the sanction in terms of the type of sanction and the person applying it. This is to ensure that the seriousness of the behaviour is communicated whilst giving students the opportunity to reform their behaviour.

- Sanctions should not be degrading or humiliating.

Rationale for Uniform

We believe that uniform plays an important part in supporting the ethos of the school in Years 7 to 11 by:

- Promoting a communal identity unique to the school
- Reflecting high standards of appearance thus engendering a sense of pride in the school community
- Ensuring that students of all ethnic groups and backgrounds feel included and welcomed within the school community
- Protecting students from social pressure to dress in a particular way

- Nurturing cohesion and avoiding disparities between different groups of student

Rationale into how we investigate incidents of poor behaviour.

Enquiries will be conducted within the context of:

In 'loco parentis' (not as a legal enquiry). i.e. conclusions may be reached upon an assessment of the whole situation and a knowledge of the students involved and not necessarily upon absolute proof.

- the amount of time given to the enquiry;
- balancing probability when absolute proof is not possible;
- assessing the relative reliability of witnesses on the probability of them telling the truth or not;
- the consistent application of policies.

Students with a Disability

Where the misbehaviour of a student is related to a disability, it is expected that reasonable adjustments are made to enable the student to be included in the School community. The safety of all students is paramount.

These include:

- Ensuring the School is committed to making adjustments
- Ensuring that staff are aware of which students have disabilities, the nature of the disability and the potential impact this might have on behaviour
- Ensuring that staff have had training in the nature of the disabilities, and how they should treat students with disabilities
- Ensuring that staff have behaviour management strategies in relation to the student with a disability including guidance from outside agencies, where appropriate

What we do at Stretford Grammar School

The Behaviour Code

Ready	Respectful and Safe	
	People	Environment
<ul style="list-style-type: none">• Follow the dress code	<ul style="list-style-type: none">• Listen and follow the one voice rule	<ul style="list-style-type: none">• Take pride in your school
<ul style="list-style-type: none">• Arrive on time	<ul style="list-style-type: none">• Follow instructions	<ul style="list-style-type: none">• Care for the environment
<ul style="list-style-type: none">• Be prepared to learn	<ul style="list-style-type: none">• Cooperate fully	<ul style="list-style-type: none">• Treat property with care and respect
<ul style="list-style-type: none">• Work to the best of your ability	<ul style="list-style-type: none">• Take responsibility for your actions	
<ul style="list-style-type: none">• Allow others to celebrate their achievement	<ul style="list-style-type: none">• Value and respect all people	

Behaviours for Successful Learning

In the classroom

Students are expected to:

- Arrive on time
- Wear the correct uniform
- Have the equipment needed for lessons
- Follow teacher instructions
- Listen and follow the "One Voice" rule
- Have the student planner out on the desk in lessons
- Value and respect everyone
- Co-operate with how each teacher wants lessons to start and finish.
- Refrain from lying on the desk and remain upright and pay attention
- Stay in their seats in the lesson unless permission is given to move
- Use appropriate and respectful language
- Refrain from eating and drinking any item other than water, where it is not permitted
- Follow the School guidelines on presentation
- Display a positive attitude to learning which should at least be good
- Leave classrooms tidy and litter free
- Raise their hand if they want to contribute a comment or an answer

- Request help from the teacher in a way that has been agreed by the subject teacher
- Be respectful of the achievements of others in the room

Adults are expected to:

- Meet and greet students when they arrive at their classrooms
- Model positive behaviour
- Reinforce the positive, catch students being good. Praise them for their good choices
- Always respond to, and follow up on, bad behaviour with a sanction
- Treat all students fairly
- Give students “take-up” time
- Give students the opportunity to put things right
- Allow students to put behaviour incidents behind them and have a fresh start

Behaviours for a Successful Community

Outside of the classroom students are expected to:

- Be respectful to all adults and students
- Modify behaviour when requested to do so by an adult
- Respond to what prefects ask them to do when they are on duty
- Wear the correct uniform including on the way to and from school
- Remove outdoor coats , scarves and gloves around the school buildings
- Observe the one-way system where it is in operation
- Move quietly, quickly and calmly between lessons.
- Use inside voices on corridors and in other indoor areas
- Observe the rules on mobile phones and have them switched off and away on the school site
- Only eat and drink in designated areas
- Place all litter in the bins provided
- Always clear up their mess in the dining room
- Avoid being drawn into antisocial behaviour when adult supervision is minimal
- Adhere to the Behaviour Code on the way to and from school

Outside the classroom adults are expected to:

- Be visible across the school site
- Wear a high visibility jacket when on duty
- Treat all students fairly
- Give students a warning when behaviour is inappropriate
- Give take –up time
- Issue appropriate sanctions where behaviour incidents are serious or where students do not respond to requests to modify their behaviour
- Provide opportunities for students to be engaged in extra -curricular activities
- Remove free time from students who threaten the safety of others

Appendix

1. What we consider to be serious or bad behaviour?

Serious incidents /behaviour

The School will assess as serious incidents which:

- Bring danger, threat or intimidation to self or others
- Are judged to seriously undermine or to bring the reputation of the School into disrepute
- Involve repeated disruption, defiance or rudeness.
- Cause serious deliberate damage

Examples of bad behaviour likely to be regarded as serious:

- Repeated defiance
- Failure to attend several detention sessions in a two week period
- Rudeness or milder verbal abuse of staff
- Reciprocated assault
- Gross defiance of a member of staff when a class is not under full control
- Theft
- Bullying
- Unprovoked first assault where the other student does not respond
- The above offences are likely to result in isolation from lessons for a fixed period

Examples of bad behaviour likely to be regarded as very serious:

- Repeated rudeness to a senior member of staff
- Extreme verbal abuse of any member of staff
- Serious unprovoked first assault where the other student does not respond
- Repeated unprovoked assault where the other student does not respond
- Repeated reciprocated assault
- Total loss of control when hitting out and swearing
- Misuse of the fire bell
- Repeated bullying after warning
- Repeated or very serious theft
- Repeated or serious damage
- Illegal acts like the possession of cannabis or a knife
- Combinations of the above
- Where there is a necessary deterrent value and other measures have failed to have an impact
- Poor behaviour whilst in isolation

2. Additional responsibilities for behaviour

SLT will:

- Strive to ensure a whole-school presence
- Support classroom teachers by removing students from lessons as a sanction at level three when a Progress Leader is not available
- Lead a weekly detention as a sanction at level three
- Support colleagues in times of crisis and stress
- Monitor students on the Behaviour Support Programme at the Red Booklet level

Curriculum Leaders will:

- Monitor behaviour referrals in their subject regularly
- Support and encourage teachers in their subject with behaviour management issues
- Ensure that subject teachers are consistent in following behaviour management procedures
- Put in place monitoring and support programmes for behaviour should behaviour issues a student experiences be seen just in their subject
- Conduct regular learning walks to monitor standards of behaviour for learning in their Departments

Progress Leaders will:

- Monitor behavioural referrals for students in their Year Group at least weekly
- Be involved in sanctions at level two and three
- Support SLT in removing students from lessons as a sanction at level three when they are not teaching
- Manage the Behaviour Support Programme and School-based Pastoral Plans for students in their Year Group
- Liaise with the parents of students whose behaviour is a cause for concern in three or more subject areas
- Conduct regular learning walks to monitor standards of behaviour for learning in their Year Group

3. Rewards

Types of Reward

Staff will seek to encourage and praise students through in and out of lessons through:

- Gesture and positive verbal comments
- Positive comment stickers
- Positive comments on pieces of work
- Notes in the Student Planner
- Good comments in our Management Information System (SIMS)
- Well Done Postcards. Staff will be given three pre-printed postcards on a Friday. They will fill in the name and form of a 3 students whose conduct has impressed them in during the week. These need to be returned to the School Office where details will be filled in and they will be posted home. Office staff will log the awards on SIMS
- Letters sent home and telephone calls and email messages to parents
- House Points given in lessons for outstanding effort and achievement on class and homework
- House Points given for contributions to the wider life of the school through participation in sporting events and other extra-curricular activities
- House Point certificates for achieving commendations including Bronze, Silver and Gold Certificates and the Headteacher's Commendation Certificate for 150 House Points in one year
- Contributions for displaying outstanding social and community skills
- Subject-based rewards
- House reward trips
- Progress Leader rewards for Year Groups
- Additional responsibility
- Additional privileges
- Annual Awards Evening prizes and certificates

House Points

- Each member of staff will award a minimum of 3 House Points per lesson

House Points will be awarded for the following:

- Excellent work (homework or classwork)
- Positive attitude to learning
- Attendance and punctuality
- Extra – curricular involvement / Inter – house participation
- Bonus Points for a full Enrichment Passport (organised by S. Shingler)
- Clean/clear Uniform Card for a full term (organised by the Office)
- Leadership duties

4. Sanctions

Sanctions used in school could include:

- Comments in planners for parents about behaviour issues
- A graduated system of detentions
- Carrying out useful tasks to support the school
- Carrying out restorative tasks, where appropriate
- Removal from lessons, where it disrupts learning
- Withdrawal of free time at break or lunch
- Letters home
- Supervised internal isolation
- On rare occasions, fixed-term and permanent exclusion

Sanctions for Behaviour in the Classroom

Level One

Should students not meet expectations of the Behaviour Code in the classroom, teachers should employ a range of behaviour management strategies. These may include non-verbal gestures, moving to another place in the classroom and should include reference to the Behaviour Code

Before issuing a sanction at Level One teachers must give a reminder, a caution and a last chance.

A Level One sanction is a detention of between 15 and 30 minutes.

The subject teacher must write details of the detention on the designated place in the student's planner

The incident must be logged on the School Information Management System (SIMS) as a referral at Level One and details of the detention should be logged.

Details of the incident must be recorded.

Level Two

Should behaviour not improve in the classroom, students will be sent to work in another classroom and will be issued with a sanction at Level Two.

This is a detention issued by the subject teacher of between 30 and 60 minutes and supersedes the previous detention.

Should a subject teacher issue a sanction at Level Two, **parents must be contacted by phone or email on the day it is issued.**

The incident must be logged on SIMS as a referral at Level Two and the detention details logged.

Details of the incident must be recorded.

Level Three

Where behaviour is still not acceptable, despite teacher reminder, caution and last chance, the student will be taken to isolation by the Progress Leader, if he/she is available or a member of SLT. SIMs should be used to request this support.

A sanction at level three will be issued.

A detention should be issued by the Subject Teacher but will be backed up by a day of internal isolation. The incident must be logged on the School Information Management System (SIMS) as a referral at Level Three by the Class Teacher. Details of the incident must be recorded.

Serious verbal abuse, bullying, physical violence, threatening behaviour will have a sanction of at least Level Three depending on the details of the incident. The student will be removed from the classroom by a member of SLT or the Progress Leader. The incident must be logged on the School Information Management System (SIMS) as a referral at Level Three by the Class Teacher. Details of the incident must be recorded.

Level Four

Should a student be issued with sanctions from three curriculum areas or more in a term, the Progress Leader (PL) will work with the student and he/she will be placed on a Behaviour Support Booklet for a minimum of two weeks which will identify action points for the student to improve his/her behaviour. The Form Tutor will check the booklet daily and the Progress Leader at least twice a week.

The Progress Leader must meet with parents.

This must be logged on the School Information Management System (SIMS) as a referral at Level Four by the Progress Leader.

Where actions have not been taken and behaviour has not improved, the student will continue on the Behaviour Support Scheme and a School-Based Support Plan will be put in place including an Orange Behaviour Support Booklet for two weeks. Further action points will be given and the student will continue to be monitored by both the Progress Leader daily and a member of SLT once a week

Parents must be invited in for a further meeting to discuss the interventions.

After a review of the School-Based Support plan has taken place and it is established that insufficient action has been taken for behaviour to be acceptable, the School-Based Plan will be updated and the student will move onto a Red Behaviour Support Booklet. Further action points will be given and the student will be monitored daily by SLT and weekly by the Progress Leader.

Should a student not improve his/her behaviour the student will be placed on a Pastoral Support Plan which will be agreed by the parents/carers and the student and will last for half a term. This may include support intervention from outside agencies.

Level Five

A review meeting will be held at the end of the half term and if behaviour is still deemed to be unacceptable, the school may decide to follow guideline regarding fixed term exclusions.

**SANCTIONS
CLASSROOM**

Quality First Teaching

Reminder → Caution → Last Chance

Level One

- Detention 15-30 minutes
- Note in the planner and logged on SIMS

Level Two

- Remove to another room
- Detention 30-60 minutes – note in the Planner
- ST to log on SIMS
- Phone call/ email to parents/carers by the ST

Level Three

- PL/SLT removal from the classroom
- ST detention. PL 1 day of isolation
- ST to log on SIMS

Level Four

- Internal Isolation

- Behaviour Support Scheme
- Green Booklet
- Daily Monitoring by the FT and weekly by the PL
- PL meeting with parents

- School-Based Support Plan
- Orange Booklet
- Daily Monitoring by the PL and weekly by SLT
- PL meeting with parents

- School-Based Support Plan
- Red Booklet
- Daily Monitoring by SLT and weekly by the PL
- SLT/PL meeting with parents

- Pastoral Support Plan

- Fixed-Term Exclusion
- Permanent Exclusion

ST = Subject Teacher
FT = Form Tutor
PL= Progress Leader
CL = Curriculum Leader
SLT = Senior Leadership Team

Level Five

Sanctions for Behaviour Outside of the Classroom

Reminder, Caution, Chance. – Opportunities to modify poor behaviour

Where students do not meet expectations of the Behaviour Code, teachers will issue a reminder, a caution, and a last chance.

Level One

When behaviour does not improve outside of lessons students will be expected to spend time out immediately with the member of staff on duty. This should be between 15 and 30 minutes. The member of staff should log the sanction on SIMS within 48 hours.

Level Two

Should behaviour not improve, free time will be removed during that break or lunchtime and the student will be expected to go to MA4 to the Progress Leader Daily Detention.

The student will be issued with a Level Two sanction which will be served in Progress Leader Lunchtime detention the following day.

This must be logged on SIMS by the Progress Leader in charge of the detention that day.

Progress Leaders may choose to issue a sanction of litter picking or community service in the dining room for infringements relating to respect for the environment and property.

Should a student be issued with a sanction at Level Two for their behaviour outside of lessons, the Progress Leader must contact parents by phone or email.

Level Three

Should a student be issued with three level two sanctions for behaviour outside of the classroom in any one term, a sanction at level three will be issued. This will be the loss of free time at lunch for one week.

Subsequent level two sanctions will lead to the student being placed on the Behaviour Support scheme.

Serious verbal abuse, bullying, physical violence, threatening behaviour, damage to property and bringing the school into disrepute will have a sanction of at least Level Three depending on the details of the incident.

**SANCTIONS
OUTSIDE
THE
CLASSROOM**

Take-up time to modify behaviour

Reminder Caution Last Chance



Level One

- Time Out Served with the member of staff on duty who logs the incident on SIMS



Level Two

- Removal of free time for that day. At lunch students go to MA4 to the PL Lunchtime detention
- Detention 30-40 minutes served with the Progress Leader in PL Lunchtime Detention
- PL to contact home



Level Three

- Lunchtime Isolation For one Week



Level Four

- Behaviour Support Scheme
- Green Booklet
- Daily Monitoring by the FT. Weekly by the PL



- School-Based Support Plan
- Orange Booklet
- Daily Monitoring by the PL and weekly by SLT



- School-Based Support Plan
- Red Booklet
- Daily Monitoring by the Progress Leader



Level Five

- Pastoral Support Plan



Fixed –Term Exclusion/ Permanent Exclusion

Sanctions for Infringement of the Dress Code

Students carry a Uniform and Appearance Card with them at all times

Students must produce it when requested to do so by a member of staff.

Failure to have the card or refusal to show the card results in an automatic detention.

If they do not have the card please send them to the office to receive a new card. They will be issued with a detention.

Students receive one mark on the card for incorrect uniform and are placed in detention if 3 marks are received or if they do not produce the card when requested.

If a card has been washed they should present the washed or damaged card at the office.

They will not receive a detention in this case, as long as they produce the damaged card or a note from parents.

If they do not have the damaged card or a note, the card will be treated as lost and they will receive a detention.

Where an infringement of the school's uniform policy is as a result of that item being lost, damaged or soiled, or as a result of an injury etc. to the student, then parents/carers will be expected to furnish a letter/note in the planner explaining this circumstance and the time frame for its replacement.

Jewellery may be confiscated. If it is, it must be logged with the Office and kept in the safe.

A receipt will be issued to the student.

The item will be returned to parents/carers on application to the school or at the end of each half term.

Students will be asked to remove make-up. Make – up remover and nail polish remover will be available in the Office.

Should a student not wear the appropriate footwear he/she will be required to wear footwear provided by school until they wear the appropriate shoes

Where a student repeatedly breaches the school's uniform policy, this will be seen as defiance of school rules and the student will be subject to school sanctions. Following DfE advice, these sanctions may include exclusion, depending on the circumstances of the case, even if the student does not otherwise display poor behaviour.

Sanctions for Hair

Should students not follow the dress code in relation to hair, for the first infringement a sanction at Level Two will be issued by the Progress Leader.

Parents will be contacted by letter.

Subsequent infringements in the same year will lead to a sanction at Level Three of a day of internal isolation.

For an inappropriate hairstyle, students will automatically be issued a sanction at Level Three of a day of internal isolation under the supervision of the Progress Leader.

The Progress leader will contact home and parents advised to rectify the hairstyle if possible.

Sanctions relating to Equipment

The form tutor will check the equipment students have in the morning form period.

When a student does not have the essential equipment of a ruler, pen and pencil, he/she will be required to purchase equipment from the School Office at the start of the day.

This will be logged on SIMS. When students do not have the essential equipment on three occasions or more in one term, a sanction will be issued at Level One for each subsequent failure to be prepared for lessons.

This will be issued by the form tutor

Sanctions relating to Punctuality

Late detentions are given for morning lates when students arrive after 8.45am and sign in with the Attendance Officer

Students late for afternoon registration will be marked in late by the Form Tutor and sent to the School Office to be issued with a lunchtime detention for the following day.

Late detentions are carried out at lunchtime on a rota by Progress Leaders. Stickers are produced by the Attendance Officer for student planners.

Pastoral Assistants deliver the late sign in sheet/list of detainees to Progress Leaders who carry out 15 minute detentions at 1.05pm.

Lates to lessons should be monitored by Curriculum Leaders.

Subject teachers should log lates to lessons on SIMS and issue a Level One detention to students.

When a student is persistently late to a subject, the student should be referred to the Curriculum Leader who should monitor them and issue a detention.

Progress Leaders will monitor lateness to lessons when it occurs across three curriculum areas

Sanctions relating to Mobile Phones

Should a student not follow the rules relating to mobile phone usage in school, the student's phone will be confiscated by the teacher observing the behaviour and taken to the School Office.

The student can retrieve the phone at the end of the school day and the Pastoral Assistant will contact home by phone or email to inform parents.

Should a student break the rules a subsequent time, his/her phone will be confiscated by the adult observing the behaviour and will be taken to the school office.

The phone will be available for collection by the parent/carer of the student the following school day.

A sanction at Level Two will be issued by the progress leader of 30 minutes. Should a student be issued with three sanctions at Level Three in relation to mobile phone use, the student will be requested to leave his/her phone at the School Office at the start of each day

Sanctions related to Smoking

Should a student choose to smoke whilst under the jurisdiction of the school and or when they might be identified as a student of the school, he/she will be issued with a sanction at level two.

This will be the loss of free time at break and lunch and a compulsory referral to the School Nurse.

Should a student continue to exhibit the same behaviour, he/she will be issued with a sanction at level three and above which will be isolation from lessons.

Should the same behaviour continue, external exclusion will be considered by the Headteacher

Sanctions relating to illegal substances and the possession of weapons

Should a student chose to be involved in instances relating to the possession or consumption of illegal substances or illegal materials, the School will inform the police and a sanction will be issued at the discretion of the Headteacher of at least a level three.

The Use of Physical Restraint

Staff should avoid all use of physical chastisement and the use of physical restraints unless students are in danger of harming themselves or others or causing serious damage to equipment or property. In such cases physical restraint will be kept to the minimum required. If physical restraint is used the incident should be logged and reported immediately to the Headteacher. Full guidelines are in the 'Use of Reasonable Force in Schools' document published by the Department for Education.

Exclusion

Only the Headteacher (or the Deputy Headteacher in loco standi) has the power to exclude a student.

It is a serious sanction to invoke against any young person and no students should be told by word of mouth or writing by any other member of staff that they have been or will be excluded.

There are very clear guidelines regarding exclusion. Effective liaison with parents, governors, the Local Authority and other outside bodies is essential.

In order for these avenues to be fully explored it is important that effective and full records are kept on any student whose behaviour is such that it may lead to future exclusions.

When a student is excluded they will not be readmitted to School until the seriousness of the matter has been discussed with parents.

Under no circumstances will a student be allowed back into School without specific undertakings from the student and parents.

In cases where exclusion is for more than fifteen days a much more formal involvement of the Governing Body and LA is required.

In these very serious situations it becomes increasingly likely that the exclusion will be made permanent.

When a student is excluded colleagues are asked to provide work to be done at home. This is a legal requirement.

The work is handed to Reception.