



CHATHAM & CLARENDON GRAMMAR SCHOOL

Behaviour Management Policy

Agreed by Governors: May 2023

1. Aims

The aims of this Behaviour Management Policy are to:

- Promote positive behaviour
- Support students in their academic, emotional and social development
- Enable effective teaching and learning
- Create a safe and secure environment for all members of our learning community
- Encourage the understanding and acceptance of individual differences
- Create a just and caring community

2. Learning Ethos

In order for good learning and achievement to take place there needs to be good learning habit and good behaviour in school. Staff will encourage students to get into good learning habits from year 7, encouraging them to attend school regularly and be on time, bring their equipment, meet deadlines, be focused (on task) in lessons and treat staff with respect (do not answer back) in order to be the best learners they can be:

The best CCGS learners...

- Never give up. They remain positive so that they have the strength to persevere with even the hardest work. They do what it takes for as long as it takes.
- Are honest. They do what they say they'll do and don't make excuses. They admit they have made mistakes and learn from them.
- Approach all subjects with an open mind and intellectual curiosity.
- Practise things until they can master them because getting things right can take a long time.
- Have autonomy. They have the drive to direct their own lives; they don't expect others to do it for them.

Our Learning Ethos is therefore underpinned by our Behaviour Management Policy. Upholding the Behaviour Management Policy is the responsibility of every member of staff in the school. The School believes everyone has the right to achieve their potential within a

happy, safe and positive environment for teaching and learning. As a staff we aim to develop positive relationships with students and educate them to be well organised, responsible and self-disciplined through the use of encouragement, clearly understood rules, codes of conduct, praise and rewards. Our expectations are for good behaviour and that this is essential for effective teaching and learning to take place. We expect the behaviour of students will support teachers to teach and students to learn.

We believe in a three-way partnership between school, parents and students and that behaviour is the responsibility of everyone in that partnership. Consequently, we expect students to take responsibility for their own behaviour and parents to support the school when dealing with broken rules, disruptive behaviour or other action in the school system of sanctions.

3. Consistency

Unacceptable behaviour/ flouting of school rules should always be challenged.

All members of staff should actively support school and departmental behaviour strategies and follow through behavioural issues with students to an appropriate resolution.

4. Leadership

Staff have a responsibility to demonstrate and promote the positive values, attitudes and behaviours that they expect from their students. They will therefore set high expectations and employ a range of strategies to promote good behaviour and positive relationships within their classrooms. This will involve purposeful teaching and learning environments where students feel secure and confident to achieve their potential.

As role models, staff will be polite and courteous to students and will expect the same in return from students. All students will be equally valued and treated with consistency and fairness.

Middle and Senior Leaders will have clearly identified responsibilities in implementing the behaviour policy.

5. Classroom Management

All members of staff are responsible for the promotion of positive behaviour conducive to effective learning in the classroom, indeed behaviour management is a part of the Teacher Standards.

All staff should follow the Behaviour Management Policy and apply the Learning Ethos behaviour pathway in both the Lower School and Upper school consistently and fairly in their classroom and uphold the Code of Conduct.

6. Teaching Good Behaviour

We have rules in the school because they provide a code of conduct about working and being together. Students will be aware of the school rules and the code of conduct and these represent the behaviour that is expected from students. The school rules are printed in the student planner and each classroom displays the classroom code and the Learning Ethos behaviour pathways. In year 7 time is devoted in PHSE to teaching students about what constitutes good behaviour and in making students aware of expectations of behaviour both in the classroom, moving around the site and on the way to and from school. Students are introduced to the Learning Ethos in term 1 to explain our systems and to discuss strategies

as to how students can regulate their behaviour e.g. discussing blaming and complaining, and being resilient. This will then be reinforced throughout years 8 -11.

Students who choose not to co-operate with staff or disrupt the learning of others should expect to be punished. Poor behaviour will have clear and stepped consequences. The School's Learning Ethos demonstrate clear staged interventions and sanctions to deal with disruptive behaviour.

Students will be positively supported and encouraged in working to overcome behaviour difficulties in order to achieve their potential in all their subjects.

Parents will be informed about the expectations of the school and the consequences if their child behaves in an inappropriate fashion. Sanctions in the form of detention (known as P6) are immediate, students serve them the same day.

7. Rewards and Sanctions

Staff should apply appropriate rewards and sanctions, fairly and consistently to help motivate positive behaviour

Achievements will be celebrated and rewarded. Staff are encouraged to recognise student progress through a weekly 'Thank You' PowerPoint. Individual departments will ensure students are aware of their policy on rewards and how to achieve them.

8. Student Support

Students need different levels of support, and this may include the school seeking support from outside agencies when necessary.

9. Organisation and Facilities

Good behaviour and learning are improved when students and staff enjoy an attractive clean environment.

All members of staff have a responsibility to promote positive behaviour throughout the school including corridors, toilets, playgrounds and other communal areas. All staff should intervene to prevent poor behaviour in these areas.

10. The Behaviour Management Structure

All staff have a responsibility to contribute to the positive behaviour of learners; but within the daily context of the school, the following staff have special responsibilities:

- Governing Body
- Headteacher
- Deputy Headteacher
- Senior Tutor
- Heads of Department
- Heads of House

11. The Behaviour Management Structure (Procedures)

SIMS Behaviour Log

In order to effectively track the behaviour of students over time all staff should use the SIMS Behaviour Log when appropriate. This allows the Heads of House and Senior Tutor to have a clear view of the behaviour of a student over time.

All staff should ensure that any behaviour which results in use of the Learning Ethos behaviour pathway P6 should be recorded on the Behaviour Log.

Individual student behaviour reports should be completed on the system at the end of each lesson.

Sanctions

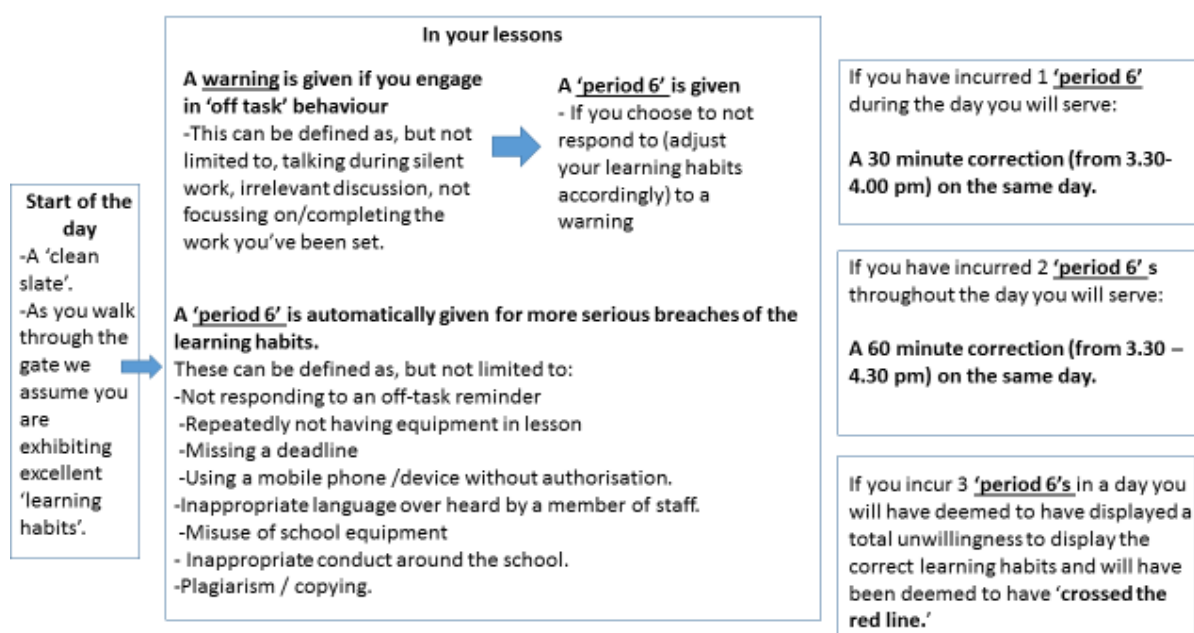
Sanctions in the school serve the same purpose as sanctions in wider society: to restore a sense of justice by punishing wrongdoing and to change unacceptable behaviour. The School believes that appropriate sanctions are part of the process by which young people learn good behaviour. The use of appropriate sanctions is determined by the seriousness of the behaviour. There are some behaviours which can be dealt with under the remit of the Behaviour Pathways, these are for poor learning habits and low-level disruption and those which are more serious are dealt with separately.

All staff are expected to tackle students when school rules are broken and to enforce the school's behaviour policy. It often falls to the HOH to act as law enforcement. This is not their primary role. Before HOH or Senior Tutor become involved, they should be satisfied that all contraventions of school rules have been appropriately actioned by the classroom teacher and the Head of Department.

Learning Ethos – Key Stage 3 & Key Stage 4

The introduction of new GCSE's has brought new challenges; these exams are more content heavy and there is an expectation that students will be able to do more independent work. For this to happen students need to get into good working habits from year 7 onwards, we therefore need clear sanctions to help students stay on track. For this to work it is important that there is a rigorous, consistent and instant (on the day) behaviour policy to enable students to produce their best work. Sanctions should be applied as a choice (made by the student) and therefore as a logical consequence of the student's action e.g. *Sarah if you continue to stop Michael working you will give me no option but to give you a P6.*

The Learning Ethos behaviour pathway is outlined below:



*Year 7 & 8 p6 is for 20/40mins

The 'Red Line'

The concept of the 'red line' has been devised to signal to students that a member of staff has a serious concern about a student's behaviour and to give students an opportunity to self-regulate before an incident escalates into something more serious.

A 'red line' may be given when:

A) The student has not responded to being given a correction and their behaviour has not improved; in this situation students should be asked whether or not they are going to cross the red line (i.e. 3 period 6s' in one lesson)

B) The student is consistently displaying poor learning habits (accrues 3 period 6s' in one day)

C) The student has seriously challenged the dignity of a member of staff or another student (e.g. aggression, defiance, bullying) at which point the teacher issues a 'red line'.

When the 'red line' has been crossed the Teams Alert will be pressed to alert a member of staff to take the student out of the situation and be isolated.

Parents will be contacted.

There will be a restoration meeting with the member of staff who issues the 'red line'.

Staff at CCGS will not hold grudges and students will be welcomed back into the learning environment following an isolation or exclusion. Every day is a fresh start.

Period 6 Infringement

- Not responding to a reminder to stay on task
- Repeatedly not having equipment in lesson
- Missing a deadline
- Using a mobile phone/electronic device without authorisation
- Inappropriate language overheard by a member of staff
- Uniform infringement (repeatedly not wearing correct uniform)
- Misuse of school equipment
- Inappropriate conduct around the school
- Plagiarism / copying
- Late 3 times in a week.

Red Line Infringement

- Refusal to follow the school dress code (defiance)
- Refusal to follow staff instructions (defiance)
- Truancy from lessons.
- Use of any physical force in school
- Damaging school property or another student's property
- Sexual harassment (including Child on Child Abuse)
- Racial harassment
- Inappropriate language directed at a member of staff
- Failure to attend a period 6 session
- Fighting with another student
- Bullying (in all its forms)
- Abusive language to another student
- Smoking on school grounds/on the way to and from school (including e-cigarettes/vapes)
- Inappropriate use of mobile phone/electronic device (i.e taking photos/filming students or staff covertly or without permission)
- Assaulting a member of staff
- Dangerous behaviour (including bringing illegal items into school)
- Theft / handling stolen goods
- Being offsite at break or lunchtime
- Deliberately ignoring any current/future legislation with regard to hygiene, including but not limited to: spitting/fake spitting or deliberately coughing/fake coughing at a member of staff or student particularly related to Covid-19.
- Deliberately ignoring any current/future prescribed social distancing rules relating to COVID-19 pandemic
- Ignoring any current/future guidance about sharing resources, equipment and/or food/drink

Exclusions

Exclusions are decided on a case by case basis and only the Headteacher and as and where delegated the Deputy Headteacher have the authority to exclude students from school.

CCGS will follow the national guidelines on the subject of exclusions. Students may be excluded for a fixed period where there is sufficient evidence that a student has committed a serious disciplinary offence, and also if allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school.

For students who have had a number of exclusions and are at risk of permanent exclusion the Headteacher can call a Student Disciplinary Meeting, as set out in the Terms of Reference:

STUDENT DISCIPLINARY MEETING

Chair:	Appointed by the Committee
Term of office:	Ad hoc – to deal with students at risk of permanent exclusion.
Membership:	Any Governors who are available to meet with the student (and parent/s, if available) to discuss their behaviour and to advise the student (and parent/s) of consequence if behaviour persists.

In exceptional circumstances the Headteacher may decide it is appropriate to permanently exclude a student for a first or 'one off' offence or where a precedent has been set.

Behaviours which are 'beyond' the Learning Ethos behaviour pathway, and may result in a period of exclusion or permanent exclusion from school.

Some examples of behaviours beyond the pathway are (but not limited to):

- Persistent refusal to do what a member of staff has asked (non-co-operation)
- Fighting/violent behaviour
- A serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault (including Child on Child Abuse)
- Swearing directed at a member of staff
- Theft
- Bullying – verbal/mental/via text, e-mail or social media/racial/sexual/homophobic
- Bringing into/carrying an offensive weapon in school
- Persistent misuse of a mobile phone/electronic device (i.e taking photos/filming students or staff covertly or without permission, posting inappropriate/derogatory images or comments about staff/the school on social media.
- Alcohol related incident
- Drug related incident
- Supplying an illegal drug, purchase, possession or supply of an illegal substance
- Vandalism, including arson
- Smoking on school premises, in the vicinity of school premises and on the way to or from school
- Bringing the school into disrepute
- Deliberately ignoring any current/future legislation with regard to hygiene, including but not limited to: spitting/fake spitting or deliberately coughing/fake coughing at a member of staff or student particularly related to Covid-19.
- Deliberately ignoring any current/future prescribed social distancing rules related to COVID-19.

Behaviour Management in the Chatham & Clarendon Sixth Form

If a student has failed to hand in work or attend a lesson, the following steps happen:

- In the first instance, the subject teacher will deal with the student as he or she sees fit – perhaps through an agreed strategy with the student in order to ensure that there is no repetition of the problem. The issue will have been logged on SIMS.
- Should there be a repetition of non-compliance from a student, the teacher must follow his/her faculty's policy by reporting the issue to the subject leader or Head of Department. This may then culminate in contact being made with home. The issue will have been logged on SIMS.
- If neither of these steps have solved the problem, the student should be informed that the Sixth Form Team are to be informed. *At this point an email contact should be made to Sixth Form Team*
- Students who are referred in this way will then be asked to account for their actions. If no satisfactory response is forthcoming, they will be placed on a daily report, and if needs be, all study leave shall be revoked.
- Should problems continue to be reported, Assistant Head of 6th Form, Year 12 or Year 13 or Head of Sixth Form shall call in parents, detailing the monitoring that has taken place up to this point. In most cases, students will then be placed on to a Special Contract – that shall have clauses in it designed to ensure that the Student will no longer repeat their “offences”.
- Should the contract be shown to be breached through further problems – either in the daily report or in concerns registered on SIMS, the parents shall be called in for a second time. At this point, some students may be counseled to find alternative education or training placement (support still being offered through Careers advice, references, and appointments to help learners to new colleges or schools if needs be). Other learners with circumstances that mitigate their predicament may be able to be helped through a course change (NB this is extremely rare, and only available in the most extreme of situations).

If a teacher has a particular concern about a student's welfare or learning:

A statement should be entered on to SIMS – which also states which of the Sixth Form Team you have referred it to by email. (*Sixth Form Manager* for attendance, UCAS or careers support and *Head of Sixth Form or Assistant Head of 6th form, Year 12 or Year 13* for the most pressing issues)

Exclusions

The national guidelines on exclusion, as for the main school (see p6) will also apply to Sixth Form Students.

Legislation

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.