



CHATHAM & CLARENDON GRAMMAR SCHOOL

Positive Behaviour Policy

Agreed by Governors: January 2025

1. Aims

The aims of this Positive Behaviour 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

As a school we want more educational focus on positive attributes and an increased 'culture' of students taking greater levels of individual responsibility for their actions.

Combining the Positive Behaviour Policy with high levels of attendance and student engagement are key to long term success.

2. Credits and Corrections

Staff should apply appropriate credits and corrections, fairly and consistently to help motivate positive behaviour. Achievement points should be awarded in most lessons. The expected credit to correction ratio is 10:1.

Achievements will be celebrated and credited. Staff are encouraged to recognise student progress through a weekly 'Thank You' PowerPoint. Other examples can be achievement points, class recognition and house certificates.

Individual departments will ensure students are aware of their policy on credits and how to achieve them.

3. Learning Ethos and Positive Behaviour Strategies

For good learning, progress and attainment, good habits, consistent high expectations and excellent student behaviour is essential. Staff will encourage students to get into excellent 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, in order to be the best learners they can be:

CCGS learners show excellent behaviour by...



Our Learning Ethos is therefore underpinned by our Positive Behaviour Policy. Upholding the Positive Behaviour 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 credits. Our expectations are for excellent behaviour and that this is essential for highly effective teaching and learning to take place. We expect the behaviour of students will support teachers to teach and students to learn.

Students should:

- 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. They take personal responsibility.
- 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.

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 actions in the school system of corrections.

4. Consistency

Unacceptable behaviour against 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. The aim is to build positive relationships between teachers and students.

5. Leadership

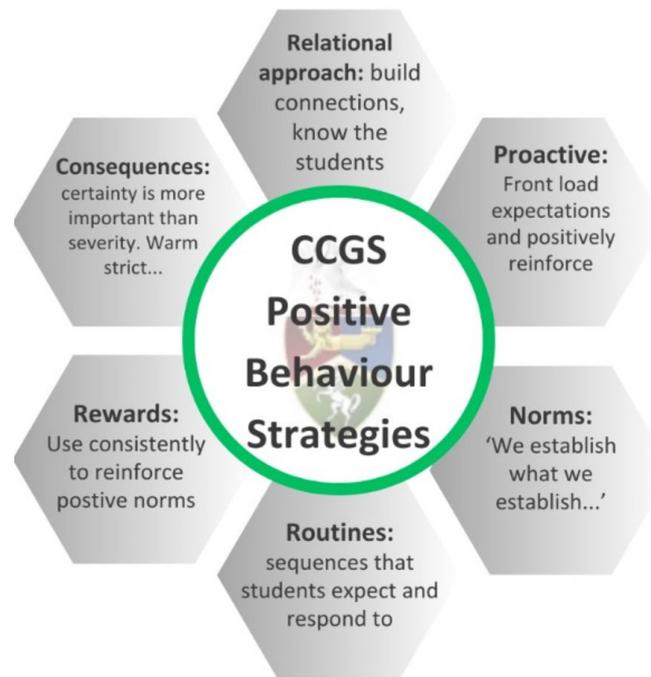
All staff have a responsibility to demonstrate and promote the positive values, attitudes and behaviours that they expect from their students. They will therefore set high expectations and employ a range of strategies to promote excellent behaviour and positive relationships within their classrooms. 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.

6. Classroom Management

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



All staff should follow the Positive Behaviour Policy and apply the Learning Ethos behaviour pathway in the Lower School, Upper school and 6th form consistently and fairly in their classroom and uphold the Code of Conduct.

7. Teaching Excellent Behaviour

We have rules in the school because they provide a code of conduct about working and being together, rules underpin the rule of Law, a fundamental British value. Students will be aware of the school rules and the code of conduct and these represent the behaviour that is expected from students. The basic school rules are on the website and each classroom displays the CCGS excellent behaviour and the Learning Ethos behaviour pathways. In year 7 time is devoted in PHSE to teaching students about what constitutes excellent 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, complaining, taking responsibility and being resilient. This will then be reinforced throughout years 8 -11.

All staff should explicitly identify the behaviour that is expected, to establish and reinforce positive norms. Students who choose not to co-operate with staff or disrupt the learning of others should expect to be receive a correction. Challenging behaviour will be dealt with in a clear and stepped manner. The School's Learning Ethos demonstrate clear staged interventions and corrections to deal with disruptive behaviour. It is recognised behaviour is a form of communication and poor behaviour should be seen as such, communication that something is not right.

Students will be positively supported and encouraged in working to overcome behaviour difficulties in order to achieve their potential in all their subjects. Staff are expected to take a restorative approach to behaviour management.

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

8. Student Support

Students need different levels of support, and this may include the school seeking support from outside agencies when necessary. Referrals will be made in consultation with parents when appropriate. Referrals can be sent to various organisations as well as the KCC front door.

9. Facilities and out of lessons

All staff are responsible for behaviour of students before school, between lessons, at break, lunchtime and after school whilst on school site.

The P6 system can be used in these times, however, in the first instance, offering a natural and logical consequence to challenging behaviour, for example, kicking a football into the car park deliberately can result in the ball being confiscated. P6s can also be offered if deemed necessary and sufficient warnings have not been listened to.

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

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 additional responsibilities:

- Governing Body
- Headteacher
- Deputy Headteacher
- Assistant Headteacher
- Senior Tutor
- Heads of House
- Heads of Department
- Second in charge of department
- TLR holders

11. The Behaviour Management Structure (Procedures)

SIMS Achievement/ 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 incidents should be completed on the system at the end of each lesson.

Corrections

Corrections in the school serve the same purpose as corrections in wider society: to restore a sense of justice by correcting wrongdoing and to change unacceptable behaviour. The School believes that appropriate corrections are part of the process by which young people learn excellent behaviour. The use of appropriate corrections is determined by the Positive Behaviour Policy 2025

seriousness of the behaviour. There are some behaviours which can be dealt with under the remit of the Positive Behaviour Pathways, these are for poor learning habits and low-level disruption and those which are more serious are dealt with separately. In all cases there can be an element of pastoral flexibility to ensure that each individual case is dealt with, with the individual students best interests at heart.

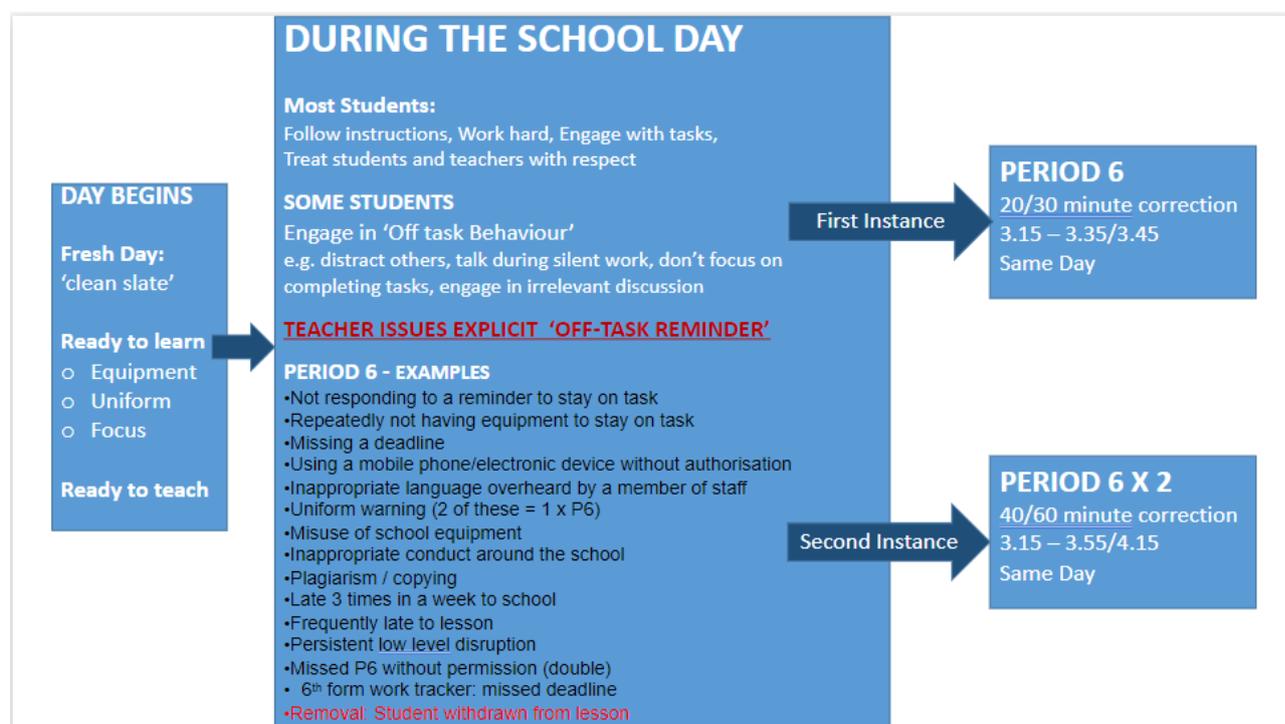
All staff are expected to tackle students when school rules are broken and to enforce the school's behaviour policy. It often falls to the HOH to act as law enforcement. This is not their primary role. Before HOH or Senior Tutor become involved, they should be satisfied that all contraventions of school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

Pastoral staff are expected to look for actions which support the students development more than purely punitive sanctions.

Learning Ethos

GCSE exams are more content heavy and there is an expectation that students will be able to do more independent work and create effective building blocks for the future. For this to happen students need to get into excellent working habits from year 7, we therefore need clear corrections 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. Corrections 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:



***P6 for year 7 and 8 students is 20mins and 40mins, all others are 30mins and 60mins**

Period 6 Infringements

- Not responding to a reminder to stay on task
- Repeatedly not having equipment to stay on task
- Missing a deadline
- Using a mobile phone/electronic device without authorisation
- Inappropriate language overheard by a member of staff
- Uniform warning (2 of these = 1 x P6)
- Misuse of school equipment
- Inappropriate conduct around the school
- Plagiarism / copying
- Late 3 times in a week to school
- Frequently late to lesson
- Persistent low level disruption
- Missed P6 without permission (double) ***If this occurs, staff on rota to inform tutors and mobile phone to be confiscated at form time the following day to encourage attendance**
- **Removal: Student withdrawn from lesson**
- 6th form work tracker: missed deadline

Removal: Student withdrawn from lesson

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

A 'P6 Removal: Student withdrawn from lesson' may be given when:

- A) Challenging behaviour is repeated despite numerous explicit warnings and Positive Behaviour Strategies are not effective
- B) The student has seriously challenged the dignity of a member of staff or another student (e.g. aggression, defiance, bullying)

Removal Processes

1. In the instance of a 'removal' the Teams Alert will be used to alert a member of staff to take the student out of the situation and the incident discussed with a member of staff. Alternatively, a student can be removed and sent to another class to finish their classwork in a different environment within each department.
2. Parents will be contacted by the classroom teacher and evidenced on CPOMS.
3. The classroom teacher should arrange a restorative meeting with the student within a few days of issuing the 'removal', this can be done as the student is removed if appropriate, with the member of staff arriving to remove the student to take the lesson for a short period.
4. If a teacher issues two corrections (2 P6s) for behaviour issues in a term, a restorative meeting should be organised by the teacher to help resolve the issue and prevent further removals.
5. The member of staff removing the student will be expected to make a decision about how well the student will be able to cope for future lessons that day, as well as consider the

need for removal in the first instance before deciding whether they can continue with normal lessons for the remainder of that day.

Students will be welcomed back into the learning environment following an isolation or exclusion. Every day is a fresh start. Good student staff relationships and positive staff welcomes at the beginning of a lesson (fresh start) has been identified as key factors to reducing possible EBSA (see Attendance Policy).

On occasion, if repeated incidents occur, P6s have to be tracked and managed, at times recent history will be taken into account to help offer support to any student who is struggling to behave in the manner expected.

For example, a student who received 10xP6s in a 4 week period all for 'missing deadlines', may need support with working at home. Conversations with home and further actions may be required such as making P6 compulsory to allow the student time to do their homework in a school environment. If a student behaves poorly in the same lesson each week, this can be followed up with the Head of House in liaison with the Head of Department to find a bespoke corrections befitting of the individual to help resolve the ongoing problems.

Pastoral staff are expected to track the behaviour of students through the P6s. Where issues occur across subjects (4 or more), they are expected to work with form tutors, teachers, support staff and other pastoral staff to create interventions to support each individual student. If there are issues within a specific departmental area for a student, the pastoral staff will liaise with the teacher and head of department first, as well as others pastoral staff to help minimise further incidents.

Simplified flow chart (which is expected to work for most students, some adaptations can be made for extreme needs):

1. Warning given to student with reason
2. P6 given for specified behaviour (logged on SIMS)
3. Student offered short time out to reflect, Teams can be used if a wellbeing conversation between a member of staff OR the teacher (with staff member taking the lesson for 2/3minutes) would help student regulate and get back into the lesson
4. Student withdrawn (P6 - withdrawn from lesson via SIMS) from class (team's alert used to have student collected),
5. Teacher contacts home and evidences on CPOMS
6. Pastoral team de-escalate issue and look to ensure any further incidents are less likely to occur for the day and the future
7. If the issue is significant, it could result in an isolation, either internal or external

Additional information:

1. If P6 is the second one (behaviour incident) in a term with the same member of staff, teacher to arrange an RJ (restorative justice meeting to help rebuild connection)
2. HOH to track and monitor to resolve ongoing issues/ patterns – this could be with reports, meetings with HODs, parent meetings, internal isolations, removal of free time etc.
3. SLT and middle leaders to track overall behaviour patterns and put strategic interventions in place

Flow chart guidance for accumulation of P6's

It is recognised that repeated issues resulting in P6 suggest a student is not necessarily learning from the incidents and some further support may be required. Pastoral leaders have flexibility to add additional levels of support such as report for certain subjects, parent meetings, students to do P6s in a different environment etc.

The tracking of this will be compiled by the P6 administrator and the analysis and instigation for events (parts 2-5) will be driven by the HOH.

1. P6s – should be addressed by teacher
2. 2 in a week should be addressed by form tutor
3. 3 in a week should be addressed by form tutor and HOH
4. 5 in a week should be addressed by form tutor, HOH and ST
5. 8 in a week should be addressed by form tutor, HOH, ST and SLT

*If things continue on a weekly cycle further steps will need to be taken to help support the student who is accumulating a large number of P6s.

Missing P6's

If a P6 is missed without good reason from home or another member of staff, then this will be doubled. If a double P6 is missed, then a student will be expected to hand their phone in to the tutor (to go to the office which should encourage attendance), do the double P6 the following day as well as have an additional sanction from their Head of House – this will be bespoke to the individual and can involve missing a variety corrections including removal of free time or being isolated for repeat offences etc. The mobile phone can be collected at the end of the student's day, in this case 16:15.

Extra-curricular vs P6's

Wherever possible a P6 should take priority. There will be occasions where this cannot happen, such as having a sports fixture on the same day, and the one student attending P6 means the fixture can no longer go ahead.

On the same day, if a student misses the P6 for extra-curricular, the P6 can be moved to the next day and the student will miss their lunch the following day. The lunch will be organised by the teacher leading the extra-curricular activity by either taking it themselves or informing the pastoral team who will support covering the lunchtime.

For persistent issues removing the opportunity to represent the school may be needed to help the student reflect and make better decisions in the future. Criteria for this will be for receiving three or more behaviour based P6s in a week across more than one subject area. This will be monitored by pastoral teams on a Monday and shared with those it may affect on Monday afternoon and will impact activities from Tuesday to the following Monday (5 school days).

Pastoral leaders have the ability to adapt this in extreme circumstances by both removing the extracurricular sooner or by permitting the participation in the activity if they feel this is in the best interest of the student.

Beyond a P6

Some instances will go beyond a P6 but fall short of an isolation. In these cases the student will be expected to serve their P6s with a member of the Senior Leadership team or pastoral team.

Isolations - Internal and external

Isolations (internal isolations) can be issued for any incident or as a result of multiple incidents which have built up over a period of time, particularly when it is demonstrated that a student is not learning from previous wrongdoing. These can be done on the same site the student is based, in 6th form lessons or alternatively on another CCGS school site. Work will be set in line with the student's class and it is expected that it will be completed to an

appropriate level. Internal isolations can be issued by senior tutors alongside any member of SLT.

Exclusions (external isolations) 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 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/Drug/Vape 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 setting off the fire alarm
- 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 any disease/infection.

Positive Behaviour Management in the Chatham & Clarendon Sixth Form

The P6 system is used in the sixth form to record missed deadlines.

- If a student misses a deadline, the subject teacher is to record it in the "missed deadline " section of the P6 system.
- Those students so reported are highlighted to the sixth form team, who will record it, and ensure that the supervising teachers of study sessions are tasked to steer the student to complete the task in the timetabled slot. This is then reported to both the subject teacher and the sixth form team.
- In the weekly sixth form team meetings, students who have been reported more than twice are flagged up.
- The head of year will then arrange to see that student in order to ensure that no further support or sanction is required.
- The behaviour management policy will be applied should a student continue to miss deadlines.
- A spreadsheet is maintained by sixth form team which details those who have been reported.
- When ATL data is perused to identify students not on task, it is collated to the spreadsheet in order to highlight inconsistencies or patterns.

Students within CCGS Sixth Form are considered to be young adults. They should set standards of exceptional behaviour for the rest of the school and be able to make informed choices about their conduct. These should include:

- Excellent attendance in school and in lessons as a basic condition (above 95%)
- Punctuality to tutor time, independent study and all lessons
- Responsible behaviour in and around the school
- The completion of all academic work on time
- A purposeful and productive approach to independent study periods
- Adherence to the CCVI dress code
- Respect for all within the school community
- Follow school policies including mobile phone policy

Upon entering the Sixth Form in Year 12 all students and parents / carers will sign a Home/School Agreement which they must uphold during their two years in the Sixth Form (see Appendix A).

Sixth Form Positive feedback and support

Students in CCVI have chosen to continue their studies and will therefore be well motivated and a credit to CCGS in their conduct and attitude. Therefore, positive feedback and recognition is an element of the system.

Many departments have their own ways of praising students, including achievement points but Sixth Form students can also be rewarded by receiving a letter from the Head of Sixth Form.

These can be sent for a variety of reasons including:

- Excellent work and progress
- Outstanding contribution to Sixth Form and School community

Prize giving ceremonies happen in December to reward those who have achieved particularly well, be it extra-curricular or academically. Y13 students also have a May Ball, trips, leavers' buffets to reward those who have met expectations.

Sixth Form Sanctions / Intervention

Persistent failure to meet the expectations of a sixth form student may lead to intervention strategies put in place by Subject Department, Tutor, Assistant Head of Sixth Form or Head of Sixth Form.

These can include:

- P6 reports regarding missed deadlines, that then have supervising teachers ensuring missed work is done
- After school meeting with Assistant Head or Head of Sixth Form and student
- Withdrawal of privileges
- Contact with parents/carers through, either or all, phone call/letter/email
- Meeting with parents/carers
- Student put on Pastoral Report monitored by tutor and assistant head of sixth
- Decision to withdraw and/or reduce A Level courses studied by a student
- Warning letter of potential loss of Sixth Form place

Behaviour Intervention Procedure

1. Concerns should be raised within subject areas with the Head of Department or Faculty, and the Tutor/sixth form team should be notified. If the concern regards a wider Sixth Form element eg: Attendance, Independent Study or Enrichment, the concern should be raised with the Sixth Form Team. The Tutor will then speak to the student, and may pass any concerns to the Head of Year 12 or 13 for further discussion with the student. The student's behaviour will then be monitored. An after school meeting with the Head of Sixth Form can be convened in cases where a student has persistently failed to meet expectations.

2. Support will be offered to the student. The support will be tailored to both the circumstances and the individual student and may involve:

- Meetings with the Sixth Form Manager to discuss an action plan
- Withdrawal of privileges such as Wednesday afternoon activity suspension
- Parents / carers will be fully informed to alert them to concerns

3. The student will attend a formal meeting with parents / carers, Head of Year and Head Sixth Form, and will be given a verbal warning. The student will be placed on an appropriate Tracking Sheet programme.

4. The student will attend a formal review meeting with the Head of Sixth Form and receive a written warning. Parents / carers will be asked to attend the meeting.

5. The Headteacher will review the case with the Head of Sixth Form. If no improvement has followed Stage 4, the student may be permanently excluded from CCVI.

Fixed Term Exclusions

There may be exceptional circumstances in which a student can be excluded from CCVI for a fixed term. Behaviour likely to lead to fixed term exclusion may include:

- Threatening behaviour
- Rudeness to members of staff
- Violence
- Bullying
- Vandalism
- Racism
- Deliberate disobedience
- Repeated disruption to the learning process
- Behaviour deemed to undermine the good order of the rest of the School/sixth form

Following a fixed term exclusion, parents or carers will be expected to attend a formal readmission meeting.

Permanent Exclusion

The Head teacher may decide that permanent exclusion / withdrawal of place is necessary for any of the following reasons:

- Allowing the student to remain in the Sixth Form would be seriously detrimental to the education or welfare of others in the school
- Persistent and defiant behaviour include homophobic, sexist or racist bullying
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Supply or possession of an illegal drug
- Carrying an offensive weapon
- All other steps to encourage the student to comply with the required rules have failed.

Exclusion or withdrawal of a Sixth Form place may occur at any time for a single serious incident without recourse to the early stages of the student Behaviour Intervention procedure. Individual circumstances will be considered at all stages.

Academic Intervention Procedure **Identification Stage**

A student may be identified as underachieving in one or more subject area on the basis of:

- Data from SIMS
- Head of Year / Curriculum Leader meetings
- Staff referrals

Individual departments will monitor student performance and contact parents where necessary if the underachievement is in a single subject. This will be supported by the Assistant Head of Sixth Form.

1. The student will meet with Assistant Head of Sixth Form and be placed on an academic mentoring report for two weeks. The report will include behaviour, attitude to learning, homework, independent study and attainment. An email will be sent to parents to inform them of this decision and invite them to contribute any concerns or observations on the report sheet as well.

2. A review meeting will be held with the Assistant Head of Sixth Form to review progress. A decision will be made during the meeting on which course of action to follow:

- The student comes off report if a significant improvement has been made
- The student remains on report for a further two weeks if necessary
- The Assistant Head of Sixth Form arranges a meeting with parents if no improvement
- has been made and a verbal warning is issued

3. The student continues on report after the meeting and meets with the Assistant Head of Sixth Form once a week for four weeks. A letter will be sent to parents / carers informing them that failure to improve may result in the loss of a preferred study programme or even the place in the Sixth Form itself.

4. If improvement is not significant after four weeks, the Assistant Head of Sixth Form will arrange a meeting with parents / carers and the Head of Sixth Form to discuss future options. A formal written warning is issued which may result in loss of the place in the Sixth form.

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 regularly reviewed, made available to all stakeholders and is consistent throughout the school.

Appendix 1 – logistics for running P6s

- **KS3**
 - P6 admin support (CB)
 - School Comms Lead (MB)
 - KS3 Office
 - Senior tutor (LH)
 - SLT
-
- **KS4**
 - P6 admin support (CB)
 - School Comms Lead (MB)
 - KS4 office
 - Senior tutor (LC)
 - SLT

Appendix 2 – What happens in a period 6?

The point of the period 6 is for a student to recognise how they chose not to follow a learning habit, take responsibility and have an opportunity to 'correct' it. In this sense it is not 'punitive' but 'corrective' because mistakes can be fixed and everyone can move on to a fresh start. Ideally, the following things should occur in a period 6.

- If possible, and where a relationship has broken down, the member of staff involved and/or the HOH may have a short chat with students about what went wrong and how to avoid it happening again. Students are encouraged to take responsibility, think about the feelings of others and the effect on themselves.
- If the period 6 is for 'missed deadline', the student completes the homework. If it is more convenient that the student does this in a specialised area, e.g. D.T. or Art, they register in p6 and the teacher emails to say the student has arrived in Art/D.T. etc
- It may be that the supervising teacher has to 'be the parent' for some students in a period 6 which might involve helping with organisation, going over how to manage work/deadlines, helping the student do the homework if they are struggling, testing a student on learning.
- The role of the teacher is to ensure the student is able to resume learning asap with expert help if needed
- It is expected that the student will always be engaged in something productive. If there is no work or homework to catch up on, students will work in books consolidating, revising and self-testing.
- HOHs will be monitoring how frequently members of their house are attending each week. HODs will monitor where specific patterns in their subject are forming.
- Voluntary p6 attendees are very welcome. The expectation is they should work in silence unless they are in discussion with a teacher

If behaviour in P6 is poor, students will be asked to do it again, until it is completed acceptably. The teams alert can be used to ask for support and get more staff in the room to help manage the behaviour.

Teachers can also adapt the staffing of P6s, for example if very few people are needed for year 9, an additional staff member could join the year 7/8 group or the year 10s and 11s could be split and a member of staff takes a year group to an alternative room.

Appendix 3 – Key changes

Key changes for staff

- The use of language is important – try and mimic the language in this policy and use Positive Behaviour Strategies
- Red line has been changed to isolation which is essentially the same thing but directed by pastoral staff
- Some P6s have changed, for example P6 – withdrawn from lesson has been added, P6 (other reasons – see comments) has been removed
- When a student is withdrawn from a lesson, the teacher is expected to contact home, either via email or phone call
- Accepting there needs to be pastoral flexibility to cater for the extreme cases which fall outside of the behaviour pathway
- The need to teach positive behaviour, and not expect it, using positive behaviour strategies
- Changes to 6th form tracking
- HOH to liaise with tutors and take students mobile to the office the following morning if a P6 is missed to encourage attendance

Key changes for students

- Highlighting the expectations of what a P6 should look like and if they disrupt this they will be expected to repeat the P6 until they can attend in line with the schools expectations
- Reiterating that students will be given a warning and then a P6 if actions are repeated
- If a student is withdrawn from lesson - what this means (a P6 and contact home) and that the teacher will then contact home explaining the situation
- The withdrawals from lesson will be tracked and escalated with isolations when required
- There is additional information regarding extra-curricular and the clarity on missing these if too many P6s have been recorded (see page 9)
- Phone to be taken to the office the following morning if a P6 is missed (to encourage attendance)