



## **Pate's Grammar School**

<b>Policy:</b>	Promoting Positive Behaviour
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<b>Governors Committee:</b>	FGB
<b>Date Adopted:</b>	Feb 2021
<b>Next Review:</b>	Feb 2022

# **Pate's Grammar School**

## **Promoting Positive Behaviour Policy**

### **I. Aims**

#### **Purpose of the Promoting Positive Behaviour Policy**

- To Establish a shared understanding of behaviour, rewards and sanctions;
- To fulfil our duty of care to pupils and employees;
- Promote self-discipline and proper regard for authority among pupils;
- Encourage good behaviour and respect and tolerance for all, regardless of age, gender, sexual orientation, race, religion, disability and gender reassignment;
- To help facilitate outstanding teaching and learning, and high standards of attainment.

#### **Students: Code of Conduct**

We expect pupils to be self-disciplined and take responsibility for their own actions. Pate's expects and maintains high standards of behaviour both in the classroom and around the school.

We set high expectations of behaviour on the way to and from home and school and at any time when pupils are acting as ambassadors for/representing the school.

- Pupils are expected to show courtesy and consideration for others at all times.
- We respect the rights of others. Pupils should always try to understand the other person's point of view and treat others as you like to be treated – in a friendly, caring and good humoured way.

We will support all vulnerable pupils, those with physical needs, those with mental health needs and those with SEND needs, through our pastoral system and with the help of external agencies. Identification will be taken seriously by pastoral staff and the SENDco. The list and support measures will be monitored regularly.

We accept our positive duty to promote race and gender equality and take action to tackle all inequalities and discrimination. This is proactive in PDC schemes of work, assemblies, induction programmes for new students, flexible learning days, through mentoring schemes and through the normal high expectations that all staff make explicit. We are also able to respond quickly should there be any potential incidents of this nature through the clear referral system through the pastoral team that is known and understood by staff, pupils and parents.

- At Pate's we stress the importance of listening to all members of the school community.
- We expect every student to attend school regularly and punctually. The school expects pupils to aim for 100% attendance rate and no unauthorised absences.
- At Pate's we take care of our school, its buildings and its contents. We respect other people's property and possessions.
- Personal standards are important at Pate's and every member of staff and every student is expected to be a role model for others. This is most obviously seen in areas such as completing homework on time, wearing the school uniform appropriately, being well mannered, and being welcoming to visitors and new members of the community. Students are encouraged to set their personal standards with reference to the best of their peers rather than merely trying to be better than the worst.

### **Rewards**

- The school has a climate where praise and encouragement far outweigh the frequency of punishment.
- Praise begins in the classroom with the use of encouraging language and gestures and is demonstrated everywhere from the rugby pitch to the dinner queue.
- Year 7 have a merit system to help them settle into our school routine and expectations.
- Heads of Year likewise see students at the end of each term and after grade card and report issues, who have contributed positively to the life of the school or have made huge strides in their academic studies.
- As Year 13 leave to go on study leave, the whole school attends an awards ceremony where pupils are recognised for their non-academic achievements ranging from leadership, to helping the community to contributing to the musical and sporting life of the school or upholding the ethos of the school.

### **Personal Development Curriculum (PDC)**

- The school supports the explicit teaching of social emotional and behavioural skills through PDC and flexible learning days in Years 7-11 and via the form tutors through the pastoral system in Years 7-13.
- The school has a counselling system whereby students can self-refer or be referred through to the counsellors in school on a Monday, Tuesday or Wednesday. The school counsellors talk to individual pupils in a professional, confidential and sympathetic manner.

### **Serious Behavioural Issues**

Please see the appendix for details of our operational behaviour policy that is printable in a format that can be used for ease of reference in the classroom.

There are two versions. A detailed version and a quick reference 'lite' version.

## **Discretion of the Headmaster (and referral to the police)**

The Headmaster may inform the police if he believes it appropriate, eg evidence of a criminal act discovered in the course of a search under the Violent Crime Reduction Act, including drugs; cyber-bullying where harassment or misuse of telecommunications are suspected. (Please see anti-cyber-bullying policy). For further, please refer to the Appendix: DfE guidelines for Searching, screening & confiscation February 2014.

## **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. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship may involve 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.

## **4. Roles and responsibilities**

### **4.1 The governing board**

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

### **4.2 The Headmaster**

The Head master is responsible for reviewing and approving this behaviour policy.

The Headmaster 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.

### **4.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently, not just in the classroom
- 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 team will support staff in responding to behaviour incidents.

### **4.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school in applying sanctions

**Appendix:**

Link to Searching, Screening & Confiscation DfE Guidelines here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444053/Searching\\_screening\\_confiscation\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf)

### Potential low level concerns

- Homework not submitted or of poor quality.
  - Student talking over someone else.
  - Student off-task.
  - Student using a mobile phone during lesson hours.
  - Student without required equipment.
  - Student littering/ eating in classroom etc.
  - Student late to lessons.
- \*Or anything else which doesn't meet your shared classroom expectations\*

### Low level actions

For most low level concerns, a **warning** should be issued in the first instance (which should be enough in most cases). As well as speaking with the student you may choose to remove an offensive item or move the student etc.

If the concern is repeated, it is appropriate to **log on SIMS** providing details of **concern** and **further action taken** (in-line with department policy), for example detention issued. \*Every H/W should be logged in SIMS in the first instance\*

### Low level monitoring

**Form tutor** monitors data for form and has a conversation with the pupil for every SIMS entry.

**Head of Department** monitors data for department to support teachers in the classroom and ensures departmental policy is applied correctly.

**Head of Year** monitors data in preparation for medium level concerns and ensures form tutors are monitoring data correctly.

### Potential medium level concerns

- Consistent occurrence of low level concerns (in-line with policy).
- Truancy (including during study periods for 6<sup>th</sup> form).
- Deliberate damage to equipment or space.
- Verbal or physical attack of another student (including bullying).
- Use of foul, discriminatory or other offensive words.

\*Or anything else which is a serious breach of your shared classroom expectations\*  
N.B Discretion is needed to decide whether a lot of these are medium or high level.

### Medium level actions

At this level it is important for the **Head of Department** (single subject) or **Head of Year** (outside lessons or across subjects) to support the teacher, perhaps by:

- Speaking with the pupil.
- Further departmental sanctions (such as longer detention).
- Informing parents.
- Further pastoral sanctions (such as report card or losing SP in 6<sup>th</sup> Form).

\*Any action taken should be recorded on "intervention" in SIMS and in CAP (HoD)\*  
N.B The **Head of Faculty** will also be fully aware and supporting before next steps.

### Potential high level concerns

- Consistent occurrence of medium level concerns (i.e all else has failed).
- Any Illegal/prohibited activity (including theft or the carrying of illegal substances)
- Deliberate damage to equipment or space.
- Verbal or physical attack of another student or member of staff.
- Use of foul, discriminatory or other offensive words.

\*Or anything else which is a serious breach of our school expectations\*  
N.B Discretion is needed to decide whether a lot of these are medium or high level.

### High level actions

For this level of concern it is important for the **Head of Faculty** or **Head of Year** to pass straight on to SLT who will take action to support HoD/HoY, perhaps by:

- Speaking with pupil and parents so they are aware of the severity of the situation.
- Issuing a SLT detention (Friday after school).
- Internal/ External/ Permanent exclusion.
- Supporting or overseeing the cause of the issue.

\*Any action taken should be recorded on "intervention" in SIMS\*

### Low level concerns

Anything which doesn't meet your expectations  
(talking, homework, off-task etc)

### Low level actions

1. Warning
2. Action and SIMS

### Low level monitoring

**Form tutor** via SIMS  
**Head of Department** via SIMS  
**Head of Year** via SIMS

### Medium level concerns

Consistent low level concerns or.....  
A serious breach of your expectations  
(Truancy etc)

### Medium level actions

**Head of Department** (single subject) or **Head of Year**  
(outside lessons or across subjects) to support the teacher  
(speaking with pupil, informing parents etc)  
  
N.B **Head of Faculty** aware and supporting.

### High level concerns

Consistent medium level concerns (i.e all else has failed)  
or.....  
A serious breach of our school expectations  
(Illegal/prohibited activity etc)

### High level actions

**Head of Faculty** or **Head of Year** to pass to SLT who  
will support HoF/HoY  
(Issuing SLT detention/ exclusion)