



Highsted Grammar School

Behaviour Policy and Statement of Behaviour Principles

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1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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 must publish their behaviour policy and anti-bullying strategy online

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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual

touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

5. Roles and responsibilities

5.1 The governing body

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

5.2 The Headteacher

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

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

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

5.4 Parents/Carers

Parents/carers are expected to:

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

6. Expectations for Behaviour

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Sit where directed by staff

7. Rewards and sanctions

7.1 rewards

Positive behaviour will be rewarded with:

- Praise
- Merits
- Letters or phone calls home to parents
- Special Recognition Assemblies and Certificates

7.2 Detentions

Note that 24 hours' notice of a detention is no longer required by the Department for Education. Parental permission is not required but Highsted Grammar School will inform parents for all detentions as soon as possible but it may be at the end of the school day via email though 'SIMs in touch'.

In setting detentions, however, Highsted Grammar School will consider:

- the welfare and any special needs or disabilities of the child
- whether the child has caring responsibilities
- whether there are unique travel arrangements

Inconvenience to the parents will not be considered as long as the pupil has a means to get home safely. The permitted times for detentions are any school day when the pupil does not have permission to be absent.

The behaviour expectations will be upheld in all classes by following this stepped warning/sanction system:

Event	Step
Student not meeting staff expectations	Verbal warning given
Student continues to not meet staff expectations	Written warning in the planner given
Student continues to not meet staff expectations	15-minute break time detention issued.
If the student continues not to correct their behaviour	Exit issued. Student will be exited to another room for the remainder of the lesson. This will result in an afterschool 60 minute detention on a Friday with SLG. Contact will be made to the parent/carer via a phone call and email via parent mail
Failure to attend detentions	
Detention Level	Consequence
Failure to attend 15 minute breaktime detention	Escalate to 30 minute SLG lunchtime detention (same day)-parent/carer notified via parent mail
Failure to attend 30 minute SLG lunchtime detention	Escalate to a 60 minute SLG afterschool detention (same week)-parent/carer notified via parent mail
Failure to attend 60 minute SLG afterschool detention	Escalate to internal isolation session. Parent notified via parent mail
Truancy	
Not attending class	60 minute SLG detention on a Friday with SLG
Students who are persistently Late or persistently Truanting can incur further sanctioning such as internal isolations and also include involvement from the Local Authority Attendance Service	

All students are expected to uphold the school's values and behave in an acceptable manner. This includes when not in lessons. Where a student requires closer supervision at break and/or lunch time they will be required to sit in a supervised area with a member of the pastoral team. Members of staff and the Senior Leadership Group are on duty before and after school and at break and lunch times.

If members of staff witness incidents of poor behaviour they will issue a student with a detention or for more serious incidents a member of the Senior Leadership Group will place a student in Internal Isolation.

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

7.3 Suspensions/Exclusions

In extreme cases of poor behaviour, the school may consider excluding a pupil. Before the school does this, they will consider the implications of the Equality Act 2010. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion/suspension. The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include fixed-term exclusion.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public (inclusive of online behaviour)
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct (see Allegations of Abuse Against Staff Policy).

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

8.3 Confiscation

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

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

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

8.4 Pupil support

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

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

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

8.5 Behaviour Report Process

To support students correcting negative behaviour we have a supportive behaviour report process. If a student is struggling to manage their behaviour, we will intervene with a stepped report system. Patterns of poor behaviour will be monitored by Form Tutors and the Pastoral Team to help them correct their behaviour.

Reports give students individualised targets that will act as triggers for good behaviour. If a student does not correct their behaviour they will move on to a different stage of the report at the discretion of the school. The different layers of report are shown in the table below:-

Tutor report (2 weeks)		
<ul style="list-style-type: none"> • Persistent poor behavior • Multiple detentions • Persistently late • Persistent lack of equipment 	<ul style="list-style-type: none"> • Tutor calls home to notify parents • Tutor notifies HOY/learning mentor so records can be updated • Tutor monitors pupil report daily 	<ul style="list-style-type: none"> • Pass=pupil achieves number of target ticks (55) • Fail=pupil does not achieve number of target ticks OR loses report and issued a lunchtime detention
Head of Year report (2 weeks)		
<ul style="list-style-type: none"> • Failed Form tutor report 	<ul style="list-style-type: none"> • HOY calls home to notify parents • HOY/learning mentors update records • Support put in place • HOY monitors pupil report daily 	<ul style="list-style-type: none"> • Pass=pupil meets number of target ticks (55) • Fail=pupil does not achieve number of target ticks OR loses report and issued an afterschool detention
Head of Key Stage Report (2 weeks)		
<ul style="list-style-type: none"> • Failed Head of Year Report 	<ul style="list-style-type: none"> • Head of KS calls home and arranges a parental meeting • Head of KS update records • Support put in place • Head of KS communicates with home weekly 	<ul style="list-style-type: none"> • Pass=pupil meets number of target ticks (55) • Fail=Pupil does not meet number of target ticks OR loses report and issued a period in isolation

- | | | |
|--|---|--|
| | • Head of KS checks report daily | |
|--|---|--|

If the pupil fails to pass Head of Key stage report manage move/directed move may be discussed		
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8.6 Working with Parents/ Home School Agreement

Parents and pupils sign Highsted Grammar School's home school agreement as we recognise that the successful development of our students depends on an effective partnership with students and parents. All three parties share responsibility for the development and achievement of each student. Together, we commit ourselves to the following:

I, THE STUDENT, UNDERTAKE TO:

- attend School regularly and on time;
- wear the School's uniform in the Lower and Middle Schools and comply with the dress code in the Senior School;
- have care to bring all the equipment I need for each day;
- do all my class and homework as well as I can, and hand it in on time;
- be polite and helpful to and considerate of others;
- comply with the School rules;
- keep the School free from litter and graffiti and help ensure that we can be proud of it.

I / WE, THE PARENT(S) / CARER(S), UNDERTAKE TO:

- see that attendance at School is regular and prompt and that proper equipment is provided;
- ensure that approved School uniform is always worn;
- keep closely in touch with school sharing any problems or concerns which might affect behaviour or concentration on work;
- support the School's policy and guidelines regarding behaviour;
- provide, as far as possible, a suitable environment for homework or make arrangements for this to be done at least in part on the School premises afterschool;
- attend parents' / carers' consultative meetings and discussions about general progress, behaviour, or other matters as may be necessary.

IN RETURN THE SCHOOL UNDERTAKES TO:

- care for every student's safety and happiness;
- keep parents / carers informed about general School matters and individual student progress;
- ensure that every student's potential as a valued member of the community is addressed;
- provide a balanced curriculum designed to develop to the full every student's individual academic potential;
- strive toward high standards of work and behaviour based on the development of students' responsibility, self-discipline, and self-confidence;
- be open and welcoming at all times and offer opportunities for parents / carers to become involved in the life of the School and with their child's education.

9. Pupil transition

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

10. Training

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

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements



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

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

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Attendance policy
- Allegations of Abuse Against Staff policy
- Whistleblowing Policy

Reviewed and updated:

September 2022

Date of next review:

September 2023

Appendix 1: written statement of behaviour principles

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

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

This written statement of behaviour principles is reviewed and approved by the governing body annually.

Appendix 2: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear parent/carer,

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

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

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

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

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

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear parent/carer,

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

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

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent/carer,

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

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

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

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

Yours sincerely,

Head of Department/Year name:

Head of Department/Year signature:

Date: _____

Detention templates for parent mail

Break time detention parent mail notification

Dear Parent/Carer

Your child has been issued with a 15-minute break time detention for not following the expectations of the school's behaviour policy

Escalation to SLG lunchtime detention parent mail notification

Dear Parent/Carer

Your child was issued a break time detention for not following the expectations of the school's behaviour policy. Unfortunately, they did not attend. Therefore, this has been escalated to a 30-minute lunchtime detention today in S2.

Escalation to SLG 60-minute afterschool detention parent mail notification

Dear Parent/Carer

Your child was issued a break time detention for not following the expectations of the school's behaviour policy. Unfortunately, they did not attend. This was escalated to a lunchtime detention which again, they did not attend. As a result, they will have a Friday afterschool detention on ____ for 60 minutes with a member of SLG in S2

Internal isolation parent mail notification

Dear Parent/Carer

Your child has received an internal isolation session on ____, as a result of not attending the issued 60-minute afterschool detention with a member of SLG. They will complete this session on ____ with a member of SLG in E6.

Should there be any repetition of the behaviour which has led to the internal isolation session, then a more significant sanction may follow.

Exit parent mail notification


Dear Parent/Carer

Your child was formally exited from a ____ lesson on ____, in consequence of which they will serve a one-hour afterschool detention on ____ with a member of SLG in S2.

A formal exit is the result of repeated poor conduct which impedes the progress of the exited student and the progress of other students. Formal exits from lessons at this school are extremely rare.

Should there be any repetition of the behaviour which has led to the formal exit from a lesson today, then a more significant sanction may follow

Student report



Highsted Grammar School
Student Report

Report type: Tutor / HOY/ AHT

On report to:

Student:	Form:
Reason(s) for being on report:	
First day of report:	
Last day of report:	

Targets:

- 1.
- 2.
- 3.

	Date:	Day: M / T / W / Th / F	Week 1 / 2
+	Form tutor comment:		
+	Morning Registration		
	Lesson 1	Subject	Teacher
	1	Teacher comment:	
	2		
	3		
	Lesson 2	Subject	Teacher
	1	Teacher comment:	
	2		
	3		
	Lesson 3	Subject	Teacher
	1	Teacher comment:	
	2		
	3		
	Lunch		
	Lesson 4	Subject	Teacher
	1	Teacher comment:	
	2		
	3		
	Tutor /HOY/ AHT	Signed:	Comment:
	Parent/ Carer	Signed:	Comment:

After each 5 days and before the student comes off report, comments regarding progress towards targets should be completed by Form tutor, Head of Year or Assistant Head Teacher, Parent/Carer and Student.

Student comment:	
Signed:	Date:
Parent/ Carer comment:	
Signed:	Date:
Form tutor / HOY/ AHT comment:	
Signed:	Date:



Exit Form

Name _____

Form _____

Why was I exited from this lesson?

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

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

Signed _____

Date _____

Teacher comments

Form to be circulated through the appropriate Head of Department/Head of Year to file.