Wilmington Grammar School for Boys

Behaviour Policy and Statement of Behaviour Principles

Approved by: Governors

Last reviewed: November 2023

Next review: November 2025

NB: THERE WILL BE AN ADDITIONAL UPDATE TO THIS POLICY, WHEN THE SCHOOL'S REVIEW OF THE REWARDS SYSTEM IS COMPLETE.

Contents

1. Vision

Aims

- Provide a consistent approach to behaviour management
- To develop a set of core values that engages and supports all stakeholders
- Ensure that the stakeholders of the school have the highest of expectations and respect the right to learn.
- To have effective teaching and learning so all students meet these high expectations and thrive at the school
- Provide a clear and consistent system for both sanctions and rewards.
- Support the school in adapting the school culture, inspiring our students to have a success driven and learning attitude that provides them with a destination driven focus.

2. Legislation and statutory requirements

This policy is based on the 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 students with medical conditions at school
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour; publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate students' property.
  - DfE guidance explaining that all schools should publish their behaviour policy online.

3. Principles of the Behaviour policy

This policy is built upon key principles that aim to enable all students and teachers to learn and teach without fear of disruption or behaviours that inhibit the learning of others.

- This policy will empower the teacher and enable them to teach creative, inspiring lessons free from disruption and poor learning attitudes.
- This policy will give a clear and consistent message to all students, setting clear boundaries which enable all students to develop their love of learning.
- The school has three clear school rules:
  - **Respectful**
  - **Safe**
  - **Ready**
- All expectations of stakeholder's behaviour can be accountable to the three school rules.
- The school will maintain its shared values of PRIDE, reflecting British values.

Shared values	Shared expectations
Personal excellence	Personal expectation that unless it's the best you can do, it's not good enough.
Respect	Every person in the school community deserves to be respected and valued for their contribution.
Innovation and creativity	Seize the opportunities that are available to try something different, aspire to new things and be ambitious.
Determination	Develop a drive for personal and group success, not giving up on ambitions and the will to be successful.
Equality	A belief in equality, that all are equal and can make a significant contribution to our community.

4. Roles and responsibilities

4.1 – The Governing Body

The Wilmington Grammar School for Boys, local governing body is responsible for reviewing and approving the written statement of the behaviour policy and the statement of behaviour principles (Appendix 1).

They will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The governing body and Headteacher will also consult and review with Endeavour MAT trustees as an information sharing process only.

4.2 - The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the local governing body, giving due consideration to the school's statement of behaviour principles and behaviour policy.

The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and build positive relationships. They will also 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
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of all students. In regards to all SEND students, a 'reasonable adjustment' needs to have been made in lessons.
- Recording behaviour incidents (SIMs)(Appendix 2)
- Recording rewards
- Provide opportunity for extra-curricular support where necessary.
- Support and developing the school's spine of support (Appendix 4)

- Recording any incident that may bring into question the safeguarding of any student.
- Recording any safeguarding issues on Edukey the schools recording platform for safeguarding issues.
- Reporting any forms of bullying or harassment as the school will continue to take a zero-tolerance approach.

4.4 – Parents/Guardians

Parents are expected to:

- Support their child in adhering to the school's rules and expectations.
- Inform the school of any changes in circumstance that may affect their child's behaviour.
- Discuss any behavioural concerns with the school and its pastoral team. This can include the student's Form Tutor, Head of Year, Student Manager or Assistant Headteacher in charge of Behaviour and Student Welfare.
- It is highly recommended to all parents and carers that they have the SIMs Parent App on a personal devise. This is so that they can monitor their child's behaviour attendance and academic outcomes.

5. Rewards and Sanctions

The rewards system is split into several different pathways; this is in order to maximise the number of students being rewarded for their positive contribution to the school community.

5.1 – House rewards

The House system has a multi-dimensional function:

- To have organised and structured competition in a multitude of different activities.
- To enhance the school's sense of community and togetherness
- To reward team and individual performance within the House competitions.
- House points are awarded for a plethora of reasons and can be awarded for any reason a member of staff decides is worthy. A note of caution however, that parity and consistency is needed in order to maintain the system's credibility. Staff training and guidance will be available and encouraged.
- House points will be added through SIMs.
- House assemblies will also celebrate the house achievements through the term with rewards celebrated and given to worthy students.
- The House system is divided into three competitions; House points, House competitions and Sports day.

5.2 – Attendance and House point letters
- Formal letters are sent to parents and students when students have maintained a high attendance level, 98%+.
- Formal letters are sent home to parents and students for accumulation of house points. Depending on the amount of house points, will depend on which member of the school leadership sends the letter. For example, 500 house points equals a letter from the Executive Headteacher.

5.3 Sanctions

This policy aims to identify clear boundaries that enable staff to be consistent with their approach to issuing sanctions. In order to have the highest expectations of our students we will empower our teachers to remove students from lesson, at the teacher's discretion.

- Behaviour Points (B Points)
    1. In the first instance, a teacher has the right to teach and the student to learn, if this is not possible due to the actions/behaviour of a student or students, then the teacher can warn the student/s to stop. No sanction is recorded.
    2. Teachers will follow a 'Friendly, Final, Out' warning system.
    3. So if the student/s persists with the disruptive behaviour, then a final warning will be issued by the teacher. This will be as a formal warning with the teacher stating the students name and saying "NAME, this is your final warning". No sanction recorded.
    4. If the behaviour persists, then the teacher will ask the student to leave the classroom and go to a designated room that will be attended by a member of staff, where work will be set. A B1 will be entered on to SIMs, the student then has a short period of time to get to the designated room where three actions will now take place:
        a. The student will receive an immediate detention for 20 minutes, post lesson
        b. An email will be sent to the student's parents by the attending teacher, stating that "your son has been removed from his lesson due to his inappropriate/disruptive behaviour".
        c. For all students, at 19:00pm a message will be sent to all parents, informing them of their sons' positive or negative behaviour.
    5. In situations where the students behaviour is so disruptive, putting themselves or others at risk or are rude/abusive to a member of staff a B2 can be issued. The consequence of this is that the student is removed from lesson immediately and the previous protocol is followed. However, there will also be a senior leadership detention. This will take place after school on a Friday and will last for 60 minutes. The school will notify the parents with at least 24 hours' notice so that arrangements can be made.
    6. Staff should contact 'support' via email to tell the Student managers that the student has left the room. If the student refuses to leave, again a 'Support' email can also be sent requesting help form either SLT, HOY or Student Managers.
    7. If this is a persistent issue, either in the specific subject or across subjects then further sanctions will be employed, please see Appendix 2 and 2a for more details.

- Work Points (W Points)

This part of the policy is focused on the work-related issues that occur inside and outside of lessons. The pastoral team are committed to working with departments and Department Heads in having an effective system to monitor and tackle poor learning/work behaviour. Part of this policy is ensuring that there is an effective 'Departmental Support Programme' in each department. This is to ensure that students have the access that they need in order to achieve.

    1. The teacher is ultimately in control/responsible for their class and the outcomes that can be achieved. The teacher has the right to warn the student that their work is not

meeting their expectations. Support and guidance should be given by the teacher, however the responsibility for the quality of work remains the students. No sanction will be given; however, an intervention via the Departmental Support Programme may well be offered.

2. The student's work remains poor; no homework has been handed in, there is a lack of equipment or the student has turned up late to lesson without a justifiable reason. A W1 will be entered on to SIMs, a message will go to the parents at 19:00pm informing them of the issue. There will be no further sanction, homework will need to be handed in, but at the teacher's discretion. Department policy, as part of the Departmental Support Programme, may dictate that the student needs to attend for further support.

3. A continued level of poor work produced in class or missed homework on the second deadline. W2 entered in to SIMs, message sent home at 19:00pm, compulsory departmental learning support needed.

4. Consistent/persistent poor standard of work in the classroom or failure to complete ongoing homework issue. W3 entered in to SIMs, message sent home at 19:00pm, an after-school detention given. Time spent at school after normal school hours can be served in the department, through the Departmental Support Programme, but only at the department's discretion.

5. Further issues in department or work issues across multiple departments will be dealt with by the pastoral team or the Head of Teaching and Learning. Please see Appendix 2 for further details.

- Conduct Cards

Conduct Cards (Appendix 3) will be used to monitor student behaviour outside of the class room and in social environments, this includes school trips and visits.

o If a member of staff feels that the students' behaviour is not in accordance with the schools three rules, they will be given a conduct point on their card.
o Once the student has gained 4 conduct points they will be given a B2 detention.
o If the member of staff is the person to complete the fourth signature, then they keep the card and hand into the main school office or to the Student Managers. There, a B2 will be added in to SIMs and the card returned to the student via their form tutor. This gives the form tutor an understanding of where their tutee is.
o If a student does not have their conduct card on them (without justification) then a B2 will be issued.
o Staff are asked to initial and date the card in the spaces provided, please appendix 3 for an example.

- Ongoing Social or Learning behaviour issues

This policy outlines clear boundaries for the schools stakeholder's; however, every situation needs to be considered individually. As much as it would be beneficial to treat each issue objectively there is often a subjective circumstance that can be used to mitigate the issue. This policy will be consistently and objectively applied across the school, students, staff, parents and governors will be informed of this policies aims and objectives. Any mitigating issue that could explain a student's poor learning or social behaviour must be presented to the school, prior to the issue.

- Inclusion and Exclusion

The senior management of the school have the right to isolate or exclude any student that displays serious misconduct within or outside the school that may bring the school into disrepute. The school maintains that that in cases where evidence is not explicit the balance of probability will be used to reach a conclusion to any incident.

The decision to exclude will be taken in response to a serious breach of the schools' behaviour policies and/or if allowing the student to remain in school would seriously harm the welfare of the student or others in the school.

Only the Headteacher, and in their absence, the Deputy Headteacher, can exclude.

All students who have been excluded will be offered reintegration support when they return. During the meeting the school's expectations for good behaviour will be made clear. Parents will be required to attend the meeting both to support and to challenge the pupil concerned to behave well.

In extreme cases the school will consult with the Local Education Authority Inclusion team to apply for a period of respite. This is designed to give the school and student a chance to consider the way forward and a means to deal with the students' behaviour.

If, after consultation with the LEA inclusions team and Executive Headteacher, the Headteacher will take the case to the Local Inclusion Forum to see whether alternative arrangements can be made for a child's education.

- Permanent Exclusion

The Headteacher may permanently exclude a student for:

a) Serious or threatened violence against another student, member of staff or other adult
b) Sexual abuse or assault
c) Supplying an illegal drug or alcohol. Supplying is defined as 'for profit or sharing without profit' with other students
d) Persistent and defiant misbehaviour including bullying
e) Possessing an object that has the capacity to inflict serious harm such as a knife or firearm regardless of intention to use or not use the weapon
f) Persistent and prolonged inappropriate use of social media which causes harm to others.

In making the decision to exclude for drug-related offences, the Headteacher will consider the DfE's guidance on drugs in school.

The Headteacher may invoke disciplinary action against a pupil whilst away from the school campus, if there is a clear and demonstrable link between that behaviour and the maintenance of good order amongst the student body. Students' behaviour in the vicinity of the school, on visits and trips, or while travelling to and from school, can be grounds for exclusion.

6. Support Systems

School support is achieved through a multitude of different avenues and means. The school's 'spine' of support is achieved through the school's daily interaction with the students, parents and staff.

The 'spine' of support is achieved through peer interactions, teacher/staff interactions and the communication between home and school.

There are however times when the 'normal level' of support is not supportive enough. Appendix 4 goes some way to explain the level of support that is available at the school's discretion. In all cases the school will foster the relationship between school and home in order to best support the child. In some cases, it will be necessary to seek advice from outside agencies to find solutions that best support the child.

The pastoral teams also meet on a fortnightly basis to review all pastoral issues and consider where support is needed. A system of tiers is set up to monitor learning and social behaviour. This helps to inform the pastoral team when communication is needed with parents/guardians to help support the school or for the school to help support the parents/guardians.

7. Tier system for pastoral support, including Pastoral Support Plan

If a student's learning or social behaviour becomes negative a system of support tiers can be applied. In all individual situations the case is discussed in the Risk Management Group meetings to ascertain the nature of the issue, academic, social or learning behaviour. The tier system does not have objective levels, the system is used through best practise and an understanding of individual needs.

- Tier 1 is support from the form tutor and lasts for 4 weeks. This is reviewed with the student on week 1,3+4, week 4 being the conclusion where the decision is made by the tutor if the tier was passed or failed.
- Tier 2 is initiated with the Head of Year leading if tier 1 has failed. This is a 6-week programme of support reviewed with the student and HOY on weeks 1, 3, 5 and 6. week 6 being the conclusion where the decision is made by the HOY if the tier was passed or failed.
- Tier 3 is initiated with the Assistant Headteacher in charge of Welfare and Behaviour leading if tier 2 has failed. This is an 8-week programme of support reviewed with the student and HOY on weeks 1, 3, 5, 7+8. Week 8 being the conclusion where the decision is made by the AHT if the tier was passed or failed.
- Tier 4 is initiated for a student who has not passed tier 3 and is deemed at risk of permanent exclusion, they will be placed on a Pastoral Support Plan (PSP). These documents will be completed in conjunction with the Parents and school pastoral team and will set out the support and expectations for the student, including any appropriate internal or multi-agency support that may be required. PSPs are reviewed regularly during the period of the PSP. The timescale for a PSP will be between 8 and 12 weeks (dependent on the situation, and at the school's discretion) and the student will be required to have a review meeting once a week with the AHT (SENDCO). Failure to pass the targets set in the PSP will invoke the school's right to pursue a managed move from the school or a permanent exclusion.

8. Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities policy.

9. Physical Restraint

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

- Causing disorder

- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- If possible be conducted by a member of staff trained in positive handling
- 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.

10. Searching, Screening and Confiscation

Any prohibited items (Appendix 5) found in students' possession will be confiscated. These items will not be returned to the student. They may be returned to the parents/guardians if deemed safe to do so. Alternatively, the items will be forwarded to the police.

The school will also confiscate any item which is harmful or detrimental to the school discipline. These items will be returned to students after discussion with senior leadership and parents/guardians, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on Searching, Screening and Confiscation. Also see the BYOD policy for more information on the confiscation and searching of personal electronic devices. The school has the right to confiscate and search an electronic device if it is deemed to pose a risk to others or the student themselves. Again, this is in line with the DfE's guidance on Searching, Screening and Confiscation.

11. Anti-Bullying

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened. There are many types of bullying and the key forms are listed below for clarity. Members of the school community must appreciate that 'bullying' is considered from the viewpoint of the victim or third party and not the perpetrator. Excuses such as "We were only joking" or "I did not mean to hurt him" will not be accepted.

- Emotional (being deliberately unfriendly, social exclusion, encouraging a loss in confidence or self-doubt, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing, cussing)
  - Physical (pushing, kicking, hitting, punching or any use of violence or physical force) Accidental physical contact does not class as bullying but neither can bullying be disguised as accidental contact.
- Extortion (demanding money/goods with threats or pressure as perceived by the victim)
  - Cyber (all areas of internet and social media misuse)

- Mobile threats by text messaging, calls and social media.
- Misuse of associated technology (camera and video facilities including those on mobile phones)
- Racist (racial taunts, graffiti, gestures)
- Sexual, including sexual harassment (unwanted physical contact, sexually abusive comments)
- Homophobic, biphobic (because of, or focussing on the issue of sexual orientation) Transphobic (because of, or focussing on the issue of gender identity)

Any form of bullying within the school will be not be tolerated. Any form of bullying taking part off site, including social media, online gaming or virtual communication platforms will also be investigated and where possible, with the balance of probability sanctioned. The school maintains the legal right to search any student device that is brought onto the school premises if there is suspicion of wrong doing or a chance of endangering themselves of others.

The school will continue to educate all students to develop their understanding of bullying, discrimination and intimidation so that they understand that in any form is not acceptable. So that all students understand the moral obligation all members of our communities have to treat each other with respect and dignity. The school will continue to educate through the LIFE Programme and the curriculum to embed, nurture and develop the right moral ethos in all our students.

Anti Cyber Bullying section

Cyberbullying

When responding to cyberbullying concerns, the school will:

• Act as soon as an incident has been reported or identified.

• Provide appropriate support for the person who has been cyberbullied and work with the person who

has carried out the bullying to ensure that it does not happen again.

• Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to

assist any investigation.

• Take all available steps where possible to identify the person responsible. This may include:

▪ looking at use of the school systems;

▪ identifying and interviewing possible witnesses;

▪ contacting the service provider and the police, if necessary.

▪ work with the individuals and online service providers to prevent the incident from

spreading and assist in removing offensive or upsetting material from circulation.

This may include:

▪ support reports to a service provider to remove content if those involved are unable to

be identified or if those involved refuse to or are unable to delete content.

▪ confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law

▪ requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

▪ ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

▪ inform the police if a criminal offence has been committed.

▪ provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

▪ advising those targeted not to retaliate or reply;

▪ providing advice on blocking or removing people from contact lists;

▪ helping those involved to think carefully about what private information they may have in the public domain.

8) Supporting pupils

Pupils who have been bullied will be supported by:

• Reassuring the pupil and providing continuous support.

• Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.

• Being advised on how to respond to concerns and build resilience as appropriate.

• Working towards restoring self-esteem and confidence.

• Providing ongoing support; this may include: working and speaking with staff, offering formal/informal

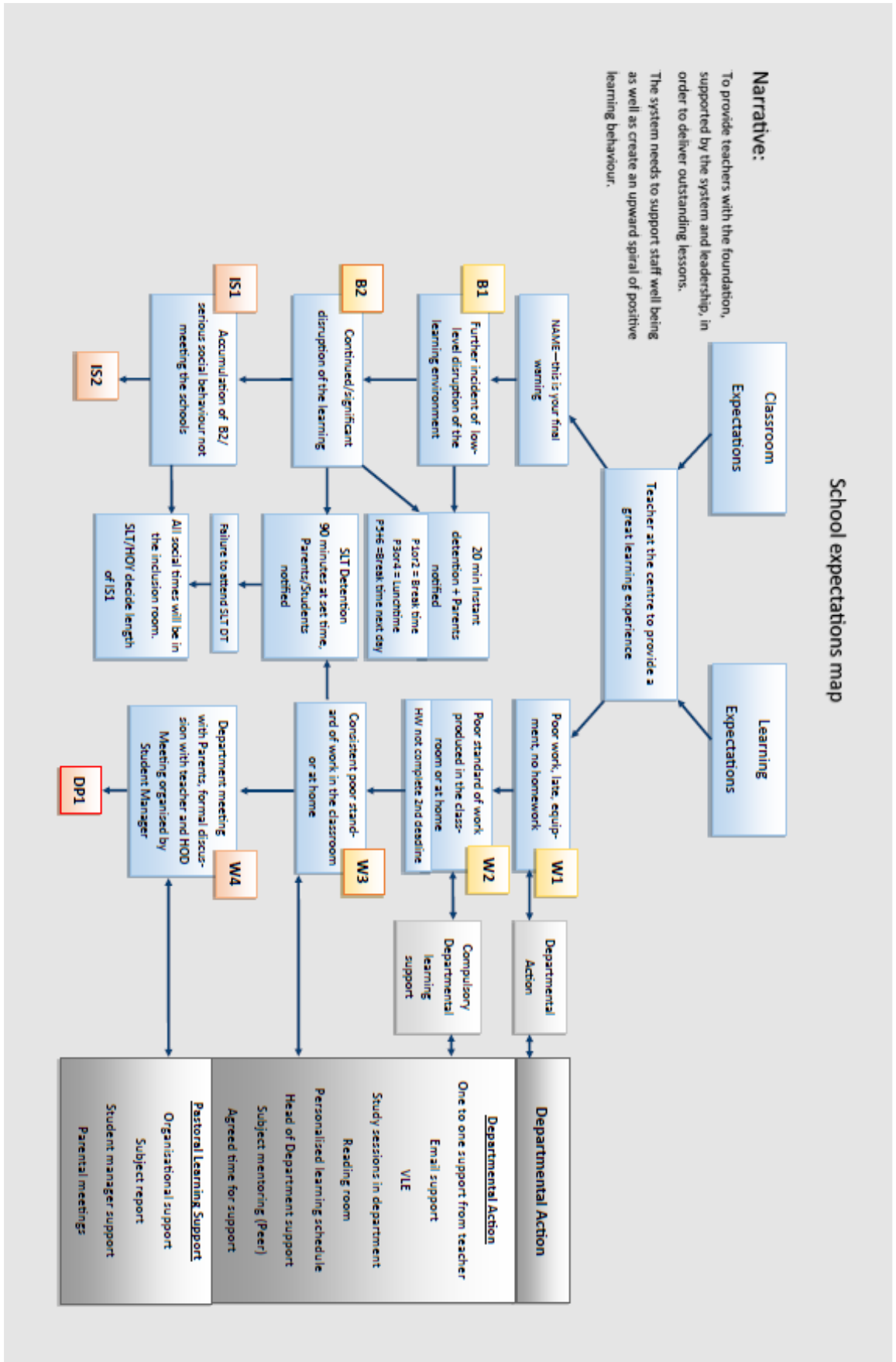counselling, engaging with parents and carers.

APPENDIX 1: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Exclusions will only be used as a last resort, and where possible inclusion will be utilised.
- Students are responsible for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and the students' home.
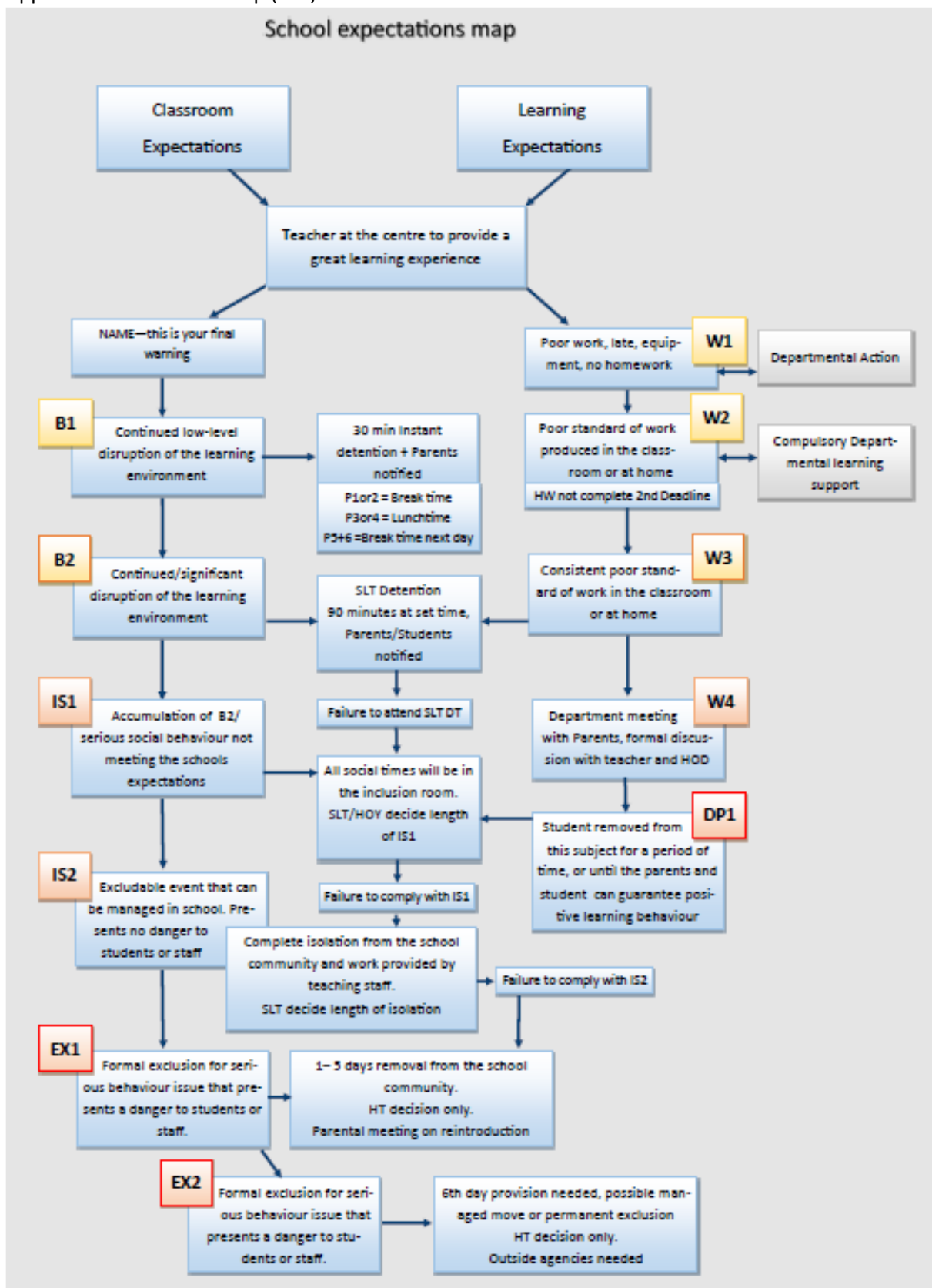
The local governing body also emphasises that violence, intimidatory, threatening or discriminatory behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the local governing body every year.

APPENDIX 2

School expectations map

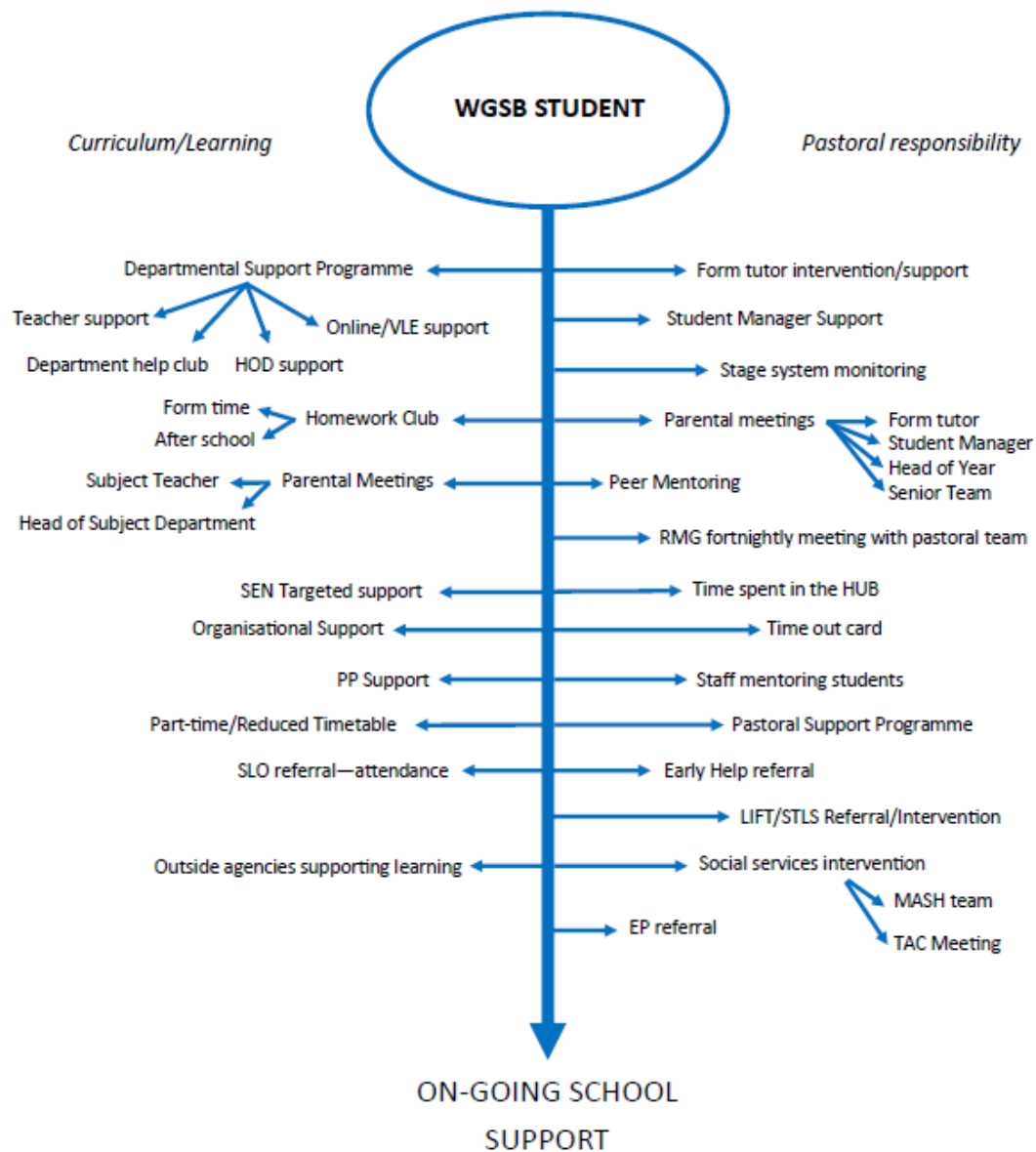**Narrative:**

To provide teachers with the foundation, supported by the system and leadership, in order to deliver outstanding lessons.

The system needs to support staff well being as well as create an upward spiral of positive learning behaviour.

- Classroom Expectations
- Learning Expectations

Teacher at the centre to provide a great learning experience

B1 — NAME—this is your final warning

Further incident of low-level disruption of the learning environment

B2 — Continued/significant disruption of the learning

IS1 — Accumulation of B2/serious social behaviour not meeting the schools

IS2

20 min instant detention + Parents notified
P1or2 = Break time
P3or4 = Lunchtime
P5+6 =Break time next day

SLT Detention
90 minutes at set time. Parents/Students notified

Failure to attend SLT DT

All social times will be in the inclusion room. SLT/HOY decide length of IS1

W1 — Poor work, late, equipment, no homework

W2 — Poor standard of work produced in the classroom or at home
HW not complete 2nd deadline

W3 — Consistent poor standard of work in the classroom or at home

W4 — Department meeting with Parents, formal discussion with teacher and HOD Meeting organised by Student Manager

DP1

Departmental Action

Compulsory Departmental learning support

Departmental Action

One to one support from teacher
Email support
VLE
Study sessions in department
Reading room
Personalised learning schedule
Head of Department support
Subject mentoring (Peer)
Agreed time for support

Pastoral Learning Support

Organisational support
Subject support
Student manager support
Parental meetings

Appendix 2a Behaviour Map (Full)

School expectations map

APPENDIX 3: Conduct Cards

School Rules and Expectations

READY

RESPECTFUL

SAFE

School promise:

I promise to be responsible in every aspect of my school career, I will be respectful to all members of the school community. I will acknowledge and celebrate diversity ensuring that this is a safe and successful environment ready to work and learn in.

Signed_____

JOHN SMITH

BRUNEL

2016

Wilmington Grammar School for Boys Conduct Card

Terms of use:
- School staff will sign this if you have not adhered to the school rules and expectations outside of the classroom.
- If you lose this card, you will be issued a B2 unless you have reported the loss.
- **This card is your responsibility**.

1	2	3	4	B2

1	2	3	4	B2

APPENDIX 4 – ISP – Spine of Support

ISP Individual Support Plan

APPENDIX 5: PROHIBITED ITEMS

- Alcohol
- Weapons
- Illegal drugs
- Stolen Items
- Products that are intended to be sold on.
- Tobacco and cigarette papers
- Fireworks or other incendiary products
- Pornographic images, on any devise or means to show 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 themselves).