



**Carre's Grammar School  
A Robert Carre Trust School**

**Behaviour Management Policy  
(incorporating Student Discipline Policy)**

**Local Governing Body Statement of General Principles**

**General**

The Local Governing Body (LGB) is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to discipline, taking into account the needs of all students. It will be reviewed annually or earlier, if necessary.

The LGB also expects the views of students to be taken into account when the Headteacher/Head of School draws up and reviews the school discipline policy.

**School Ethos**

The LGB expects the school to be a place where all individuals are respected and are individually valued, where students are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm so that every student is enabled to learn to the best of their ability.

**Behaviour should reflect the highest moral standards and, in particular, we will not tolerate persistent bullying or other anti-social behaviour.**

**Code of Conduct**

The Headteacher/Head of School will draw up and review periodically a positive and constructive Code of Conduct that will:

- promote self-discipline and proper regard for authority among students;
- support teachers in ensuring that students' learning is not compromised by poor behaviour;
- encourage good behaviour and respect for others, and prevent all forms of bullying among students;
- ensure students' standard of behaviour is acceptable; and
- regulate students' conduct.

**Rewards and Sanctions**

None of the school's punishments must be degrading or humiliating.

The LGB expects all rewards and sanctions to be applied fairly and consistently.

The LGB has formally agreed that the following sanctions may be used in the school in appropriate cases:

- completion of work at home or additional work (in school or at home):
- carrying out useful tasks to help the school:



- detention (in school hours or outside school hours, bearing in mind the legislative restrictions on detention in s 550A of the Education Act 1996, as amended in 1997);
- removal from the group/class, particular lesson or for a proportionate period of time;
- withholding participation in educational visits or sports events which are not essential to the curriculum; and
- fixed and permanent exclusion.

### **Students with SEN or Disabilities**

Where the misbehaviour of student is related to a mental or physical disability, the governors expect that the Headteacher/Head of School will make reasonable adjustments to enable the student to be included within the school community. These will include:

- ensuring that staff have had training in the nature of disabilities, and how they should treat student with disabilities;
- ensuring that staff are aware of any student with such disabilities;
- ensuring that help is sought and/or purchased from the LA to enable the school to make reasonable adjustments;
- ensuring that school resources are committed to assist in making reasonable adjustments;
- making reasonable adjustments to school organisation or to the timetable of the particular student, and
- ensuring that disciplinary sanctions take into account the impact of identified AEN on behaviour or conduct.

### **The School Discipline Policy**

#### **General**

This policy puts into effect the LGB statement above.

#### **Responsibilities**

##### The Headteacher/Head of School

The Headteacher/Head of School's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Headteacher/Head of School has the day-to-day responsibility for maintaining discipline in the school, which will include making the Code of Conduct and provision for enforcing it.

The Headteacher/Head of School must set out measures which aim to:

- promote good behaviour, self discipline and respect;
- prevent bullying;
- ensure that standards of behaviour in the classroom support a positive learning environment; and
- promote positive and respectful relationships outside the classroom.

(Section 89(1) of the Education and Inspections Act 2006)

##### Leaders within the school

All staff are expected to encourage good behaviour and respect for others in students, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Therefore Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard. Staff are also expected to provide students with appropriate models of behaviour in their own conduct and dealings with students.

## Standards of Behaviour

The school will set high standards of behaviour and endeavour to encourage good habits of work and behaviour from the moment a student enters the school. All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour.

Punctual attendance at school and lessons is required.

All absence must be explained and unexplained absence will be followed up by the relevant staff as outlined in the Attendance Policy.

It is understood that there will be variations in staff acceptance and tolerance of student's behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated.

All staff are required to actively support the adopted Code of Conduct within Carre's Grammar School referred to as *Behaviour for Learning*. The sixth form students are subject to the Sixth Form Discipline Code.

Through regular discussions at Pastoral, Department and School Council meetings we shall endeavour to ensure that staff apply all standards consistently and fairly.

The Behaviour for Learning code of conduct is reviewed annually in consultation with staff, students and parents.

## Rewards

Wherever possible, staff should use the reward systems to encourage good behaviour and reward achievement.

### Key Stage 3

Rewards in Key Stage 3 are awarded through a House Point system. These can be acquired for excellent work, consistent good work, community service both in and out of school, and sustained good behaviour. Participation in house events will also accrue House Points.

When a milestone is achieved during the year a letter is sent home. Achieving the different milestones qualifies a student for entry into regular prize draws in the Reward Assemblies. The highest levels of attainment lead to other more tangible rewards. Forms also complete to achieve the OSCARRE for the highest house point tally.

There are also rewards for sustained effort, tracked through Progress Grades, ranging from certificates to participation in out of school activities.

Reward Assemblies celebrate both personal and academic achievement, as well as contributing towards a sense of school community. These are held at Christmas, Easter and at the end of the school year.

The House Point milestones:

In Y7s – Y9	25 House Points	= Prize Draws
	50 House Points	= Prize Draws
	75 House Points	= Prize Draws
	100 House Points	= Early Lunch Pass
	200 House Points	= Gift Voucher

## **Key Stage 4**

Rewards in Key Stage 4 are awarded through Performance Awards. These can be acquired for excellent work, consistent good work, and community service both in and out of school.

When a student achieves a Performance Award a letter is sent home outlining the reason for it being issued. For every Performance Award that a student achieves, he will be entered into a Prize Draw during the Achievement Assemblies, which take place in February (mid-year) and July (end of year) for Years 10 and 11.

During the Achievement Assemblies, outstanding progress grades, improvement in progress grades, musical and sporting achievements and contributions to the wider community are also recognised.

## **Key Stage 5**

There is currently no reward scheme for Key Stage 5. However, sustained effort and progress is rewarded with additional privileges such as Home Study.

## **Support Systems**

The school has a number of programmes and techniques for supporting behaviour management. These are:

The school operates a student support system based on a hierarchical structure.

The initial point of contact is the Form Tutor or Class Teacher, then onto the Head of Year via the Head of Department or Subject Leader where appropriate, and eventually the Assistant Deputy Headteacher.

At any time a student may approach any member of staff (both teaching and non-teaching) for support.

As part of the disciplinary process, the school seeks to adopt an approach that supports positive behaviour change.

The Heads of Year and the Assistant Headteacher (Care, Guidance and Support) have access to internal and external agencies who can provide the appropriate support to a student. These agencies include:

Student Support Mentor

Early Help Consultants

SENCO

School Nurses

Educational Psychology Service

Counselling Service

Addaction

Young Carers

Emotional Support Service (ie bereavement and loss)

Inclusion and Attendance Support Service

CAMHS

Parent Support

Behaviour Outreach Support Service

There is also access to the Child Protection Agencies within the Education Service, Social Services and the Police.

The school gives due consideration to the impact of SEND on a student's behaviour when considering sanctions and the SENCO and/or Key Worker is always consulted as part of the process.

## **Consequences**

Sanctions should be applied when expectations regarding conduct have not been met, or where it is necessary in the circumstances to show appropriate disapproval. In all cases, these should be consistent with the consequences associated with Behaviour for Learning.

All staff must seek to ensure that punishments are proportionate to the offence, and should enable students to make reparation where possible.

As far as possible the sanction applied should be as constructive as possible.

- completion of work at home or extra work (in school or at home)
- carrying out useful tasks to help the school
- detention (in school hours or outside school hours, bearing in mind the legislative restrictions on detention in s 550A of the Education Act 1996, as amended in 1997)
- removal from the group/class, particular lesson or for a proportionate period of time
- withholding participation in educational visits or sports events which are not essential to the curriculum
- fixed and permanent exclusion

Part of the process of education is to learn from the mistakes made in both formal learning and social contact. However, there are exceptional occasions when very serious transgressions would result in a student's permanent exclusion from Carre's without previous lesser sanctions being applied. Specifically, in addition to the incidents contained in guidance from the DfE (serious, actual or threatened violence against another student or a member of staff, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon), students who are involved in organised theft, persistent bullying or the supply or possession of illegal substances, whether for financial gain or not, or students who are engaged in persistent misbehaviour, should expect to be permanently excluded by the Headteacher/Head of School. If there is a clear link between the misconduct of a student outside of school and the promotion of good behaviour and discipline on the part of our students, then sanctions may also include exclusion.

## **Involvement of Parents**

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents without first informing the Head of Year or Deputy Headteacher.

Parents are also encouraged to support good behaviour and positive habits in their student through the school's 'Home-School Agreement', and at consultation meetings.

## **Involvement of Staff**

The working of the school's policies and procedures will be discussed regularly at scheduled departmental, pastoral and whole school staff meetings. Staff will also be involved in discussions with students in form/tutor group time.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action.

Training in behaviour management will be provided from time to time and individual support provided where appropriate.

## **Involvement of Students**

Staff should be aware that Article 12 of the UN Convention on the Rights of the Child allows students who are capable of forming views the right to express those views. The government's Circular 10/99 also suggests that students can help to reinforce behaviour policies by contributing to them. Students and their parents have the right to appeal built into the Behaviour for Learning structure at all levels.

The Head Boy and Head Girl lead a team of senior Sixth Form prefects. They are further supported by teams of assistant prefects. The prefect teams support the staff team in maintaining a safe and ordered community at breaks and lunchtime. They can refer students to staff members or tutors where their conduct or behaviour gives cause for concern.

The School Council will be involved in reviewing this policy as well as the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns. Discussions in Form/tutor group time will inform the deliberations of the School Council.

In particular the Deputy Headteacher, in collaboration with the SENCO, will ensure that the needs of SEN students are properly taken into account, and their participation in the consultation process is assured.

## **Consultation**

The Headteacher/ Head of School will seek the widest possible agreement for this policy, and will report at least annually to the governing body on its implementation.

## **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

## **Publication**

The Headteacher/Head of School will publicise the policy at least once per year to students, parents and staff. It will also be made accessible to parents whose first language is not English. The school will consider translating the policy as appropriate.

The Policy should be read alongside the following Robert Carre Trust Policies:

- the Confidentiality and Data Protection Policy
- the Anti-bullying Policy
- the Complaints Policy
- Use of Reasonable Force Policy
- Safeguarding Policy
- SEN Policy

## **Appendices**

1. Behaviour for Learning
2. Sixth Form Code of Conduct
3. Sleaford Joint Sixth Form Student Contract

**Approved by the CGS Local Governing Body on 19 February 2018, amended by SLT 2 Sept 2019.**

**Review date: February 2020 (2 years) (NB Appendices reviewed annually)**

## Behaviour for Learning (BfL)

The premise – all behaviour has a consequence. Cooperative behaviour results in rewards. Uncooperative behaviour results in a negative consequence.

**After-school detentions** are held on Thursday and Friday evenings from 4-5pm. Students should take the opportunity to revise and review their work to ensure that they are engaged in meaningful activity during the hour. Parents are given at least 24 hours notice of an after-school detention. Any student receiving a detention is expected to serve their detention after school regardless of the distance they live from school. Students may rearrange a detention if there is a clash with a school sports event. However, persistent offenders will be expected to serve their detention regardless of any sporting commitment.

Sanction	Example	Description	Responsibility
Advice and Guidance	Overzealous play. Behaviour/actions that disrupt learning. Lack of kit/books/equipment. Loss of homework life. Uniform issues. Name calling of a non-overly offensive manner. Poor behaviour in the wider community. Poor standard of work/lack of effort. Littering/eating outside designated areas. Chewing gum. Accessing out of bounds areas. Late to lesson without good reason.	Informal conversation between staff member and student. Viewed as an 'informal' warning.	All staff
Formal Warning	Casual verbal remarks (homophobic/racist) not intended to cause offence. Bullying (first offence). Engaging in argument over Advice and Guidance. Poor behaviour during free time. Dress code not observed despite reminders. Poor behaviour in the wider community (parents notified). Late to form period without good reason (Tutors to deal with in the first instance). Defiance towards staff.	More serious than 'Advice and Guidance'; formal warnings are issued to students; recorded on eportal and parents notified. For pastoral staff only; triggers a call home.	Heads of Year
C2R (Break/Lunch detention)	Use of bad language between students. Continued defiance despite prior warning. Disruptive behaviour. More overzealous physical play despite warnings. Behaviour/actions that disrupt learning (continued). Defiance (continued). Lack of books/kit/equipment (second offence). Persistent uniform issues. Minor damage of equipment/facilities. Level 1 Misuse (ICT). <b>Escalation of any Advice and Guidance/Formal Warning offence.</b>	Detention completed at the staff member's convenience. Sanction for relatively minor offences such as use of bad language, lack of equipment, etc...	Teachers/ Form Tutors
C2D (After school detention 1hr)	Lack of homework after loss of 'homework life'.** Continual lack of equipment/kit despite prior warning. Disruption to learning following C2R. Continued lack of effort, poor standard of work. Damage of equipment/facilities. Level 2 misuse (ICT). <b>Escalation of any C2R offence.</b>	Afterschool detention for minor offences such as persistent failure to complete homework or lack of equipment. Detention will last for 1 hour; staffed by those in receipt of a TLR.	Teachers
Head of Department Referral (HODR) (Subject report/detention)	Persistent lack of effort. Persistent disruption to learning. Serious subject-based concerns. <b>Escalation of subject based C2R/C2D.</b>	As escalation from a C2R/C2D within departments.	Teachers/ Heads of Department
C2D F (Friday night detention 1hr)	Low level physical altercation. Sustained name calling. Use of homophobic/racist language following Formal Warning. Bullying despite Formal Warning. Defiance/disruption to learning following HODR or across several subject areas. Persistent anti-social behaviour. 3x C2Ds in a term. <b>Escalation of a C2D offence.</b>	Afterschool detention for more severe offences such as fighting, serious disruption to learning. Detention will last for 1 hour on a Friday evening. SLT and Heads of Year to staff.	Heads of Year/ Senior Leadership Team

C3L (Lesson Isolation)	Continual disruption to learning/lack of effort in specific subject areas. Removal from lessons as result of behaviour (HOD discretion).	Isolation from a specific lesson after previous sanctions have been exhausted.	Heads of Department (Heads of Year to monitor)
C3 (Isolation-full/half day)	Provoked aggressive behaviour/disproportionate response. Intentional homophobic/racist abuse/harassment. Swearing at a member of staff. Bullying after Formal Warning. Serious and/or persistent disruption following HODR/C2DF. Truancy from lesson. Disrespectful towards member of staff. Allowing exam work to be plagiarised. Bringing the school into serious disrepute. Level 3 misuse (ICT). <b>Escalation of any C2D/C3L offence.</b>	On-site isolation typically carried out in Learning Support or outside Deputy Head's Office.	Heads of Year/ Senior Leadership Team
C4 (Off-site exclusion)	Further incident of aggressive behaviour/physical assault of another student. Direct offensive/defiant/seriously disrespectful language towards a member of staff. Verbal threats to a member of staff. Further homophobic/racist harassment/abuse. Further bullying incident following C3. Reckless damage. Theft (including when in uniform out of school). Persistent non-cooperation /disruptive behaviour following C3. Plagiarism of exam work. Level 4 misuse (ICT). <b>Escalation of any C3 offence.</b>	Off-site isolation at KSHS for full or multiple days as part of a reciprocal arrangement.	Heads of Year/ Senior Leadership Team
C5 (Fixed Term Exclusion)	Unprovoked/premeditated physical assault of a student. Persistent harassment and bullying. Possession of a banned substance/object. <b>Escalation of any C4 offence.</b>	Period of exclusion typically served at home; reserved for severe incidents and/or escalation of previous sanctions.	Executive Headteacher
C6 (Permanent exclusion)	<b>Assault towards a member of staff.</b> <b>Serious assault of a student.</b> <b>Sustained and persistent bullying.</b> <b>Sustained and persistent disruptive behaviour following a C5.</b> <b>Sustained and persistent defiance/disrespect.</b> <b>Organised theft.</b> <b>Possession of a weapon in school.</b> <b>Sharing/dealing of a banned substance/object.</b>	<b>Permanent exclusion of student.</b>	<b>Executive Headteacher and Governors</b>

- This policy should be applied consistently by all members of staff; behaviour management is everyone's responsibility.
- Students with additional needs have the right to reasonable adjustments in the application of these sanctions; refer to SENCO for further support.
- The school reserves the right to apply professional judgement; all sanctions will be applied at the discretion of the Executive Headteacher.

**\*\* Students have ONE homework / exam work life per subject at the start of each year.**

More serious behaviour and a persistent failure to meet expectations may result in an **Off-Site (C4)** or **Fixed-Term External Exclusion (C5)**. Students who acquire a C4 or C5 will also forfeit their right to take part in reward visits. Every effort is made to provide appropriate support to students sanctioned in this way. Outside agencies may be involved at this stage. Should a student incur further exclusions he may be at risk of **Permanent Exclusion (C6)**. Every effort is made to avoid this outcome and we seek to work with parents to secure the necessary behaviour change.

**Our expectations for behaviour outside of the classroom** are very similar to those in the classroom but take into account that there is more scope for anti-social behaviour where students are associating in less structured environments.

## **REWARDS**

The vast majority of our students are cooperative and work positively with us to achieve their potential. We believe it is important to recognise this and celebrate the achievements such cooperation brings.

### **House Points**

Students are awarded house points for a variety of reasons such as academic achievement, participation in house or school events, personal achievements or good deeds. As they reach designated milestones individual rewards are triggered and a letter is sent home to celebrate the achievement.

### **Letters of Commendation**

Exceptional acts or achievements will be acknowledged with a letter of commendation that is sent home.

### **Reward Assemblies**

There are rewards assemblies at certain points during the academic year. Students who have achieved excellent Progress Grades are recognised and forms compete with each other to secure awards.

During rewards assemblies, students who have achieved the different milestones are entered into prize draws where they can win gift vouchers that they can spend on the High Street or online.

### **Reward Visits**

Students who maintain a high grade average in their effort grades through the year will be eligible to take part in the annual reward visits. In past years these have included T20 Cricket, The Lincolnshire Show and Alton Towers.

## Sixth Form Expectations and Code of Conduct

- Adhere to the Sleaford Joint Sixth Form Student Contract (Appendix 3)
- Maintain high levels of attendance (over 90%)
- Year 12 must remain on the school premises other than at break and lunchtime and when travelling between Carre's and SGA for lessons
- Attend all lessons punctually. This includes Supervised Private Study, Enrichment, General Studies, Extended Project
- Adhere to the expectations of Dress Code
- Adhere to the school ICT code of conduct
- Accept responsibility for your own learning with the support of your teachers
- Complete all work to the required standard by the required deadline by using your time, in school and at home, effectively
- Students who have been absent must ensure that all missed work is followed up in liaison with subject teachers
- Act as a positive role model for younger students and behave in a manner which is expected of a Sixth Form student
- Get involved in extra-curricular activities, enrichment and leadership programmes to improve your key skills
- Respect the individual rights of all members of the school community and be involved in activities within the community
- Demonstrate collective responsibility for leaving the Sixth Form Workroom, conservatory and garden in a clean and tidy state
- Ensure all work submitted is your own.

## Discipline Procedure

The Sixth Form Discipline Procedure is based on the system used in the workplace. It is a four part system. Students should be aware that the vast majority of our Sixth Form students complete the two years without being placed on the Discipline Code. However, students should also realise that failure to meet the expectations that we have for Sixth Form students regarding attendance, work ethic, behaviour, dress code and effort will result in the Discipline Procedure being used.

**Stage 1.** An official verbal warning will be given by Mrs Hickmore, Head of Sixth Form. A letter will be sent home to explain that a verbal warning has been issued.

**Stage 2.** A written warning will be given by Mrs Hickmore, Head of Sixth Form. A copy of the written warning will be sent home.

**Stage 3.** A written warning will be given by the Headteacher. A copy of the warning will be sent home.

**Stage 4.** Headteacher's review. A review of the student's place within the Sixth Form will be conducted. Parents/carers and student will attend review meeting.



## STUDENT AGREEMENT

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1. In order to undertake a course of Sixth Form study you must accept and sign this agreement
2. Read the notes carefully and sign both copies. As you are under 18 your parent/carer must also sign both copies
3. **You must return the yellow copy to Ms Brook, Sixth Form Administrator, with your acceptance. You should keep the blue copy for reference**
  - a) I understand that my acceptance on the courses I have chosen is subject to the approval of the Headteacher of my proposed Learner Base
  - b) I agree to abide by all the expectations and codes of practice set by Carre's Grammar School, and by the expectations relating to visiting students at Kesteven and Sleaford High School and St George's Academy
  - c) I understand that tutorial sessions, enrichment activities and other activities I am directed to attend will form part of my Sixth Form studies and I agree to attend these
  - d) I understand that the expected level of attendance at registration each morning and to lessons is 95%. Failure to maintain this will result in investigation and could result in disciplinary action.
  - e) I understand that it is an expectation to attend registration each morning with the tutor and that I am punctual. Exceptions to this are in the case where home study has been officially granted in Year 13 or there have been exceptional extenuating circumstances agreed by the Head of Sixth Form..
  - f) I agree to attend timetabled lessons, to complete set tasks satisfactorily (including examination coursework), to keep to deadlines for the completion of work set by the teaching staff and to meet the SJSF final coursework deadline set by the department
  - g) I understand that failure to attend timetabled lessons or to complete tasks satisfactorily may result in my temporary or permanent exclusion from courses
  - h) I agree to pay for all examination re-sit fees (if applicable)
  - i) I understand that if I fail to attend an examination or fail to complete coursework I will be charged for those units of the examination
  - j) I understand that if I should leave a course or courses after the examination entries have been made I will be charged for any fees incurred
  - k) I agree to sign in and out each time I enter or leave a school site to ensure that an accurate record of students on the school sites is available for fire and emergency purposes and to record movement between sites and wear my Sleaford Joint Sixth Form lanyard at all times
  - l) I accept that whilst every care will be taken to ensure that the whereabouts of students is monitored as the schools have a Duty of Care for students during the school day; this assumes students will act responsibly whilst they are travelling between sites within the recognised routes
  - m) I understand that if my course includes work based learning I must abide by the rules and regulations imposed by the Learning Provider