



## Behaviour Policy (A4)

Scope:	Senior School (Including Boarding)
Release date:	September 2021
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Author:	Senior Deputy Head Senior School
Reviewer:	Senior Deputy Head Prep School
Approval body:	Board of Directors

### Linked documents

This Policy should be read in conjunction with:

- Peer on Peer Abuse (A4)
- PSHCE Policy (A5)
- Online Safety Policy (A8)
- Complaints Policy (A14)
- Teacher's Guide (Internal)

### Acronyms

N/A

### Availability

This policy may be viewed on the School website, and a printed copy is available upon request from the School Office/Pupil Services Team.

## Introduction

This policy sets out clearly the expectation of behaviour and social relations in the School. The key aim is to create and maintain a community which is considerate, where interaction is based on mutual respect, and which fosters good teaching and learning.

We have the highest expectations that our pupils will behave with courtesy and consideration for others in and out of school. We believe that in order to enable effective teaching and learning to take place it is essential that we promote and maintain the highest standards of behaviour. In order to achieve our aims it is important to establish and maintain good teacher/pupil relationships throughout the School. Much of this is achieved through sound and effective teaching in the classroom, as well as opportunities afforded in pastoral work in tutoring, PSHCE, assemblies and support from Senior/Form Prefects for both pupils and staff.

The School's rich and varied co-curricular programme helps to promote high standards of behaviour, positive working and social relationships within and outside the School community. We acknowledge and reward the good work and behaviour of pupils and seek to create a caring, safe and happy learning environment in school by:

- encouraging all members of the School community to show consideration for others.
- encouraging pupils to be honest, acquire self-discipline, and take responsibility for their own actions and choices.
- encouraging pupils to respect the customs and regulations of the School.
- fostering a set of shared values among staff, pupils, parents and the wider community.
- Encouraging a culture among all staff of listening to children, taking account of their wishes and feelings when putting in place measures to protect them
- Understanding the difficulties that children have may encounter in approaching staff about their circumstances
- Building trusted and appropriate relationships that facilitate communication
- Having a zero tolerance stance on Peer on Peer abuse
- Never downplaying Instances of peer on peer abuse, including sexual violence and sexual harassment should never be dismissed as banter, just having a laugh, 'boys being boys' or an inevitable part of growing up, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

The School will endeavour to:

1. make explicit the philosophy underlying the School's system of rewards, punishment and pastoral provision.
2. encourage staff to recognise and praise good behaviour as well as dealing with bad behaviour, and to ensure that sanctions, when needed, are appropriate and applied in a fair and consistent manner. The School acknowledges its legal duties under the Equality Act, 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).
3. ensure that staff, pupils and parents know, and understand the reasons for, the School's Codes of Conduct which can be viewed on the school website.

## Roles and Responsibilities

The Education and Inspections Act 2006 introduced new statutory powers for schools regarding behaviour and discipline which came into effect in April 2007. Further guidance is given in the DfE's Behaviour and Discipline in Schools (2016). The powers give any teacher and all other paid staff with responsibility for pupils (unless the Headmaster says otherwise) the authority to discipline pupils whose behaviour is unacceptable, who break the School's Code of Conduct or who fail to follow a reasonable instruction. Powers shall be exercised 'reasonably and proportionately'. Where reasonable this power extends when outside of school. These new powers include:

- Day pupils may be detained on weekdays (after the normal school day has ended), weekends, or staff days, with 24 hours' notice.
- Boarders can be detained at the Head of Boarding or Resident Tutor's discretion providing this falls outside of the normal school day (0830-1610), times that mean that the pupil is unable to access meals, after lights out and before wake up.
- there is no requirement for 24 hours' notice for lunchtime detentions. However, staff must ensure that lunchtime detentions are not of such duration that a pupil misses the opportunity to eat.
- staff have the right to confiscate articles ('seize, retain or dispose of') with authority from the Headmaster.

The Board of directors will establish in consultation with the Headmaster, staff and parents the Policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. Governors will support the School in maintaining high standards of behaviour.

The Headmaster will be responsible for ensuring the implementation and day-to-day management of the Policy and procedures. The Headmaster and senior staff will oversee support for staff faced with challenging behaviour.

Staff: all teaching and non-teaching staff will be responsible for ensuring that the Policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the Policy is essential. Staff have a key role in advising the Headmaster on the effectiveness of the Policy and procedures. They also have responsibility, with the support of the Headmaster, for creating a high-quality learning environment, promoting good behaviour and implementing the agreed Policy and procedures consistently. The expectation is that all staff will apply the Policy.

The Board of Directors, Headmaster and staff, will ensure there is no differential application of the Policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and guardians will take responsibility for the behaviour of their child both inside and outside the School. The School values a close relationship with parents, and they will be encouraged to work in partnership with the School to assist in maintaining high standards of behaviour both in and out of school. This includes pupil conduct on the way to and from school when on buses and on expeditions away from school during term time or in the holidays.

Pupils are expected to take responsibility for their own behaviour to enable staff to teach and promote learning without interruption or harassment. They will be made fully aware of the School Policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of peer on peer abuse or harassment are reported promptly to staff.

In the interests of safeguarding and supporting young people, referrals may be made to External Agencies (including the Early Help, Childrens Social Care and the Police) with the aim of identifying the best resolution.

Below are examples of the different types of reward or sanction possible. Pastoral and academic staff should adopt an individualised approach to rewards and sanctions bearing in mind pastoral and SEND issues. Where relevant, sanctions are discussed with Head of Learning Support.

## **Rewards**

The School is keen to acknowledge effort and good behaviour and to praise and celebrate pupils in their curricular and co-curricular achievements. The opportunities include:

- Reports on sports, trips and other activities given by pupils in whole school assemblies.
- An annual prize giving ceremony, which includes prizes for endeavour.
- Commendation Cards for good work or significant improvement or achievement in any area of school. These are administered by teachers and taken home.
- Following Grade Cards, the Head and senior staff see all pupils who have achieved high scores or shown significant improvement in their academic work.
- Notable academic and co-curricular achievements are celebrated by announcements in assembly and Colours, certificates and trophies are awarded in the presence of the whole school. Achievements are also recorded in Press releases, the School Magazine, Head's Newsletters, on the website and on display areas in school.
- Achievement Points are awarded for academic or behavioural effort not quite meriting a commendation.
- Letters home from Heads of Section to recognise notable academic achievement or improvement.
- Pupils who have shown extremely high levels of achievement or endeavour may be awarded a Board of Directors' Commendation direct from the Board

## **Sanctions**

There is no corporal punishment.

Pupils are given clear guidance on personal conduct. However from time to time incidents may occur, as in any community. In cases of misbehaviour, both in school or when off-site, or for inadequate work, the School will use a range of sanctions. Crucial to our system of sanctions is the principle of proportionality. A member of staff who refers a matter to a member of the pastoral team will be given full support and an explanation of the action to be taken. Such action will depend on the severity of the incident, the pupil's previous record and any extenuating circumstances. A record of any reported incident will be kept in the pupil's file. In addition, a centralised record of any significant sanctions is kept by the Senior Deputy Head.

The following examples are not meant to be prescriptive but should serve to give some indication of when a particular sanction might be used.

<b>Name</b>	<b>Set by</b>	<b>Description/ nature</b>	<b>Reasons/Examples</b>	<b>Parents Informed</b>
Reprimand	All staff		<ul style="list-style-type: none"> <li>• Uniform/appearance</li> <li>• Running in corridors</li> <li>• Use of mobile phones/music devices in an inappropriate place/at an inappropriate time</li> </ul>	NO
Detention	All staff	20 minutes	<ul style="list-style-type: none"> <li>• Late to lesson/registration</li> <li>• Poor work/effort in class</li> <li>• One-off failure to produce a homework</li> </ul>	NO
Department Detention	Heads of Department	20 minutes	<ul style="list-style-type: none"> <li>• Persistent failure to deliver homework</li> <li>• Missing internal coursework deadlines</li> <li>• Persistent poor behaviour or attitude in lessons</li> <li>• Failure to attend Detention</li> </ul>	NO
Daily Report	Tutors/ Heads of Section	Report Card signed by staff at the end of each lesson	<ul style="list-style-type: none"> <li>• Persistent work or organisational issues</li> <li>• Concerns about a pupil's attitude toward learning</li> </ul>	YES
Internal Suspension of Privileges	Heads of Section	Loss of break and lunchtime Supervised by Heads of Section	<ul style="list-style-type: none"> <li>• Serious misuse of classrooms/Sixth Form Centre/School facilities/equipment</li> <li>• Being sent out of a lesson</li> <li>• Persistent work/behaviour issues</li> <li>• Lying to a member of staff</li> </ul>	YES
Gating (Boarding only)	Resident Tutor/Head of Boarding	Loss of free time in the evening/ removal from house outings	<ul style="list-style-type: none"> <li>• Behavioural issues in boarding setting</li> <li>• Persistent issues at bedtime and wake up</li> </ul>	NO
After School Detention	Heads of Section or Head of Department	4.30 to 5.30 pm Supervised by Heads of Section or HoD	<ul style="list-style-type: none"> <li>• Persistent lack of work/inappropriate behaviour</li> </ul>	YES
Restrictions (Boarding Only)	Head of Boarding	Loss of free time in the evening/ removal from house outings for a number of days	<ul style="list-style-type: none"> <li>• Persistent behavioural issues in boarding setting</li> <li>• Inappropriate behaviour</li> </ul>	YES
Internal Suspension	Heads of Section and Boarding	Removal from lessons 8.30 am to 4.10 pm. Supervised by Heads of Section	<ul style="list-style-type: none"> <li>• Persistent lack of work/inappropriate behaviour.</li> <li>• Causing persistent/serious disruption to the learning of other pupils.</li> </ul>	YES
Logged Deputy Head reprimand	Senior Deputy Head	Conversation with Deputy Head that is logged. Further issues result in serious sanctions	<ul style="list-style-type: none"> <li>• Peer on peer abuse</li> </ul>	YES

<b>Name</b>	<b>Set by</b>	<b>Description/ nature</b>	<b>Reasons/Examples</b>	<b>Parents Informed</b>
Saturday Detention	Head of Section/Boarding Senior Deputy Head	9.00-11.00 am Saturday Supervised by a Deputy Head  In the case of Boarders this could be run from 8.00-10.00 pm Supervised by Houseparent	Serious breaches of the School's Behaviour Policy, which may include <ul style="list-style-type: none"> <li>• Missing lessons</li> <li>• Smoking/Drinking</li> <li>• Deliberate and serious damage to School property</li> <li>• Persistent issues of punctuality/work/Behaviour</li> <li>• Peer on Peer abuse</li> </ul>	YES
Suspension	Deputy Head Pastoral / Headmaster		Serious breaches of the School's Behaviour Policy which may include: <ul style="list-style-type: none"> <li>• Swearing at a member of staff</li> <li>• Violent or abusive behaviour</li> <li>• Persistent defiance</li> <li>• Behaviour which jeopardises the safety of others</li> <li>• Vandalism</li> <li>• Serious breaches of the School's Network User Agreement</li> <li>• Conduct which brings the School into disrepute</li> <li>• Serious or persistent peer on peer abuse</li> </ul>	YES Chair of Governors informed
Permanent Exclusion	Headmaster		<ul style="list-style-type: none"> <li>• Repeated serious breaches of the School's Behaviour Policy</li> </ul> In exceptional circumstances it is appropriate to permanently exclude a pupil for a first or 'one off' offence: <ul style="list-style-type: none"> <li>• Serious or threatened violence against another pupil or a member of staff</li> <li>• Sexual abuse or assault</li> <li>• Involvement with illegal or unauthorised drugs</li> <li>• Carrying an offensive weapon</li> <li>• Serious or persistent peer on peer abuse</li> </ul>	YES Chair of Governors informed

The procedure set out above ensures that persistent offenders eventually reach the higher level sanctions.

At any stage a number of other strategies are available to the pastoral team, eg. counselling, sending out (see Appendix 1).

## **Pastoral Support**

Staff should record class pastoral/academic concerns on SIMS after sanctions or support have been given, and concerns remain. The Form Tutor/Houseparent should contact parents if a number of concerns are received in a short time. SIMS should not be to alert Child Protection Designated Personnel of concerns. The usual child protection procedures must be followed.

Pupils with emerging behaviour concerns or at risk of permanent exclusion from the School will be given Pastoral Support which may involve Form Tutor, Head of Section, Resident Tutor, Head of Boarding or Senior Deputy Head, mentoring/counselling as appropriate. A plan will be agreed between the School, the pupil and the parents. External agencies will be involved if appropriate.

## **Confiscation**

Staff have the right to confiscate inappropriate items. This may include when:

- an item is a danger to others, e.g. laser pen
- an item disrupts teaching and learning, e.g. a mobile phone
- an item is against school uniform rules/dress code, e.g. jewellery and non-uniform items
- an item poses a health and safety threat, e.g. neck chain worn during P.E.
- an item which is illegal for a child to have, e.g. pornographic material
- an item which is distracting a pupil from getting appropriate sleep in boarding or on an residential trip

When an item is confiscated a record of the incident will be made by the member of staff involved and a copy kept on the pupil's file. Items of obvious value will be labelled and stored in the School's safe or locked securely in the Boarding or Section office until they are returned to the pupil. In most cases, confiscation is a sufficient sanction, and the return of the item at the end of the lesson or school day is adequate time to reinforce the school rule.

If the School chooses not to return an item at the end of the school day, then parents will be informed in writing. In some cases, a responsible family adult may be asked to retrieve the item. Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the School to an external agency for disposal or further action as necessary. This will be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

## **Search Powers**

Any member of staff may search a pupil for offensive weapons, using reasonable force if necessary, where they have reasonable suspicion that a weapon is concealed (Violent Crime Reduction Act 2006). This will normally be a member of the Senior Leadership Team, where possible of the same gender as the pupil and in the presence of another member of staff.

## **Physical Violence**

In any incident of physical violence, a record must be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents must be informed of the steps taken to deal with the matter. Similarly, where both parties are held to be culpable, a note of the incident and the action taken should be recorded in both files. Normally all parties involved in a fight will receive a sanction.

## **Restraint**

The School does not advocate the use of physical restraint on pupils. An underlying principle of this Policy is to create an ethos where it should not be necessary. Only in exceptional circumstances will physical intervention be used:

- to prevent pupils from committing a criminal offence
- to prevent pupils from injuring themselves or others
- to prevent pupils from causing damage to property, including their own property
- as a last resort, when all other de-escalation strategies (including positive handling techniques) have proved ineffective in preventing a pupil from engaging in behaviour which disrupts the good order and discipline of the School.

If required to use physical intervention, staff will:

- use the minimum force necessary, proportional to the circumstances
- use as an act of care, and not as punishment.
- report the use of any force to the Senior Deputy Head immediately

## **Room Searches in the Boarding House**

Boarding staff will only conduct searches of pupils' bedrooms and belongings if the health, safety or welfare of either the young person or others is at risk.

A pupil's room and belongings will only be searched where there are clear grounds for suspecting something is untoward and where failure to carry out the search would put at risk the welfare of the pupil, staff and others.

If appropriate the reasons for the search will be explained to the pupil prior to the search; however, in exceptional circumstances pupils do not need to be told that a search is being carried out.

In all circumstances a minimum of 2 staff must conduct the search and in most cases it will be preferable for the pupil to be present during the search.

All searches must be documented showing the time, date and reason for the search, noting what if anything was found, who carried out the search, who was present at the time and if the young person was in agreement with the search taking place

If a search is made and the pupil is found to be in possession of any illegal substances, then the Head of Boarding and Senior Deputy Head must be informed immediately. They will consult with the Headmaster and if necessary the police will be involved.

If a search is made and other harmful items such as weapons are found, staff must remove the items and inform the Head of Boarding and Senior Deputy Head as soon as possible, who will liaise with the Headmaster.

## **Malicious Allegations**

Malicious allegations concerning staff (teaching or support) will be treated as a significant breach of the School's Behaviour Policy and may result in the suspension or permanent exclusion of the pupil making the malicious allegation. Persistent offenders may be reported to the police if there are grounds for believing a criminal offence may have been committed. (DfE statutory guidance 10 September 2012).

All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of the School community will be treated with the utmost seriousness.

### **Complaints Procedure**

Any complaints regarding the application of this Behaviour Policy should be made in writing to the Headmaster in line with the Complaints Policy A14.

### **Peer on Peer Abuse**

#### **Definition of Peer on Peer Abuse**

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to:

- Bullying (including cyberbullying, prejudice based bullying and discriminatory bullying),
- Sexual violence and sexual harassment
- The sending of consensual and non-consensual nude and semi-nude images and or videos (sexting or youth produced sexual imagery)
- Abuse in intimate personal relationships between peers
- Initiation/hazing type violence and rituals (these may include harassment abuse or humiliation)
- Physical abuse (which includes hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm),
- Causing someone to engage in sexual activity without consent (such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party) and
- Upskirting (part of the Voyeurism (Offences) Act, April 2019) which typically involves taking a picture under a person's clothing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

The school recognises that there is a gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators. However **All** forms of peer on peer abuse are unacceptable and will be taken seriously.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, it is recognised that peer on peer abuse can be a safeguarding issue and will be treated as such.

## **Appendix 1:**

### **Staff Guidance for Sending Pupils Out at Wisbech Grammar School**

It is to be hoped that this should be a sanction which rarely needs to be applied.

There are two types of sending pupils out of a lesson:

#### 1. The 'Time Out' Sending Out.

This should last no longer than two minutes and be seen as a 'cooling off' period for the pupil to enable them to be reintegrated into the lesson quickly and calmly.

In the aftermath, the member of staff involved must: inform Head of Department and record the sanction in SIMs. A Departmental Detention would be the likely sanction applied in this circumstance. If a Form Tutor identifies that a pupil has received 2 or more 'Time Outs' then it is likely that a Head/Deputy Head of Section would apply an Internal Suspension of Privileges with a letter sent home to inform parents.

#### 2. Formal Sending Out.

The pupil is sent to Pupil Services, the member of staff notes the time that the pupil was sent out on a piece of paper which the pupil then takes with them to Pupil Services. If the member of staff is able to do so, they should phone/email Pupil Services to let them know that the pupil is coming.

From Pupil Services, the pupil would usually be directed to the relevant Head of Section/Deputy Head of Section.

The member of staff sending the pupil out should, as soon as possible after the lesson, give a written account of the circumstances in which the pupil has been given a Sending Out sanction; this should be passed to the Head/Deputy Head of Section and logged in SIMS

An Internal Suspension of Privileges with a letter sent home by the Head of Section would be the usual sanction.