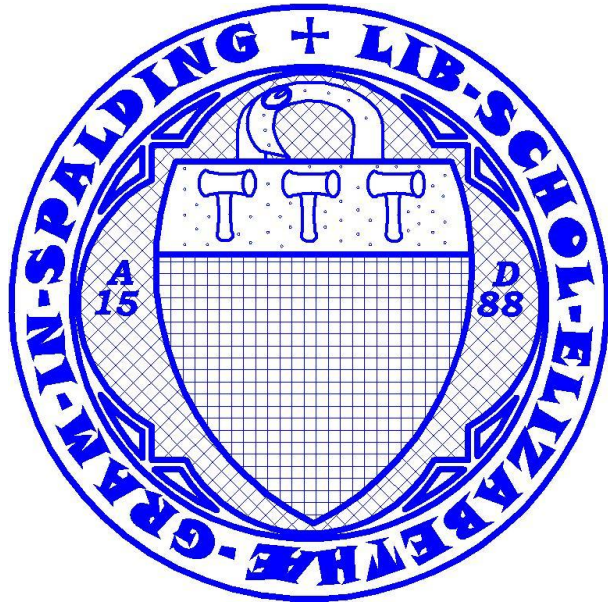


Spalding Grammar School



Behaviour Policy

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Statement of intent

Spalding Grammar School believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The School is committed to:

- Educating pupils to promote desired behaviour.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and recognising good behaviour using Go4Schools to issue positive points and inform parents/carers.
- Challenging and correcting misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise, recognition and encouragement in which all pupils can achieve.

Support to prevent recurring misbehaviour will be used where a pupil's behaviour falls below the standard that is expected, alongside reasonable and proportionate sanctions.

The School acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This Policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Behaviour Action Plan
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Pupil Code of Conduct
- Searching, Screening and Confiscation Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy

2. Roles and responsibilities

The Governing Body will have overall responsibility for:

- Ensuring that this Policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this Policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher and Assistant Headteacher with responsibility for behaviour will be responsible for:

- The monitoring and implementation of this Policy and of the behaviour procedures at the School. This includes monitoring the Policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the School Rules and any disciplinary sanctions for breaking the Rules (examples of the School Rules are listed in the Appendix: Behaviour Response Grid and Reasons for Exclusion but this is not considered an exhaustive list)
- The day-to-day implementation of this Policy.
- Publicising this Policy in writing to staff, parents/carers and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the Governing Body, Headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the School.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to support pupils to restore acceptable standards of behaviour.
- Developing effective communications with parents/carers, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this Policy and applying it consistently and fairly.
- Supporting pupils in adhering to this Policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Assistant Headteacher with responsibility for behaviour and/or the Head of Year.
 - Subject Leader.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers will be responsible for:

- Supporting their child in adhering to the School Rules and reinforcing this at home.
- Informing the School of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this Policy, the School will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the School within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that requires the immediate attention of a staff member.

For the purposes of this Policy, the School will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness.
- Low-level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at school without homework.
- Disruption on public transport.
- Use of mobile phones without permission.
- Graffiti.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour or if it becomes persistent.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the School. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the School to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they are struggling to build and maintain an effective culture of positive behaviour.

The SLT and the Headteacher will review staff training needs regularly, and in response to any serious or persistent behaviour issues disrupting the running of the School.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the School will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The School will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the School proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Head of Year will use Go4Schools to keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed. These include their tutor, head of year and pastoral support officer.

Support, such as targeted discussions and interventions with pupils, a phone call with parents/carers, and inquiries into circumstances outside of school by the DSL or Deputy DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following interventions will be considered, with staff using their professional judgement, experience and guidance from the Behaviour Response Grid to determine what is appropriate and reasonable:

- Issuing a oral reprimand and reminder of the expected behaviour.
- Setting a written task, such as an account of their behaviour.
- Removal of privileges.
- Break or lunchtime detention.
- Teacher's personal sanctions e.g. litter picking at break/lunch.
- Separation from other pupils (within classroom).
- Limited exclusion from lesson (e.g. 5 minutes).
- Departmental monitoring/detention/referral to another member of staff.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The Head of Year or Pastoral Support Officer investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the Head of Year deems the incident to be unacceptable behaviour, they will record the incident on Go4Schools and an appropriate intervention will be used to support the pupil.

Following repeated incidents of unacceptable behaviour or offences at Level 4 – 6 on the Behaviour Response Grid, the following sanctions may be implemented:

- The Assistant Headteacher will review the evidence and consider if a period of internal exclusion should be implemented
- The Headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions and interventions will be implemented:

- Internal exclusion.
- Fixed Term Suspension.
- Pastoral Support Plan.
- Reference to external agencies.
- Headteacher's Review.

The Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the School will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The School will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

For all levels of behaviour, support and guidance will be offered by the appropriate member of staff to aim to prevent a repeat of the behaviour as outlined in section 7 below.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's Strategies for Preventing Unacceptable Behaviour and Initial Interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents/carers, including home visits where necessary.
- Providing mentoring and coaching.
- Providing individual interventions carried out by the Additional Needs Team.
- Short-term behaviour report cards.
- Long-term behaviour plans.
- Engagement with local partners and agencies.
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Positive behaviour

Positive behaviour will be taught to all pupils as part of the wider curriculum, through tutor time, assemblies and PaCE, to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement and recognition will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the School, e.g. walking on the left hand side of the corridors

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The School will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the School will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The School will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the School will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition.
- Training for staff in understanding autism and other conditions.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are when a pupil is deemed at risk of serious harm to themselves or others. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used and the member of staff will explain to the pupil what action they are taking.

Any violent or threatening behaviour will not be tolerated by the School and may result in a suspension. It is at the discretion of the Headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

If a member of staff does have to physically intervene they will record it via Cpoms Staffsafe low level concern reporting system.

Removal from the classroom (On-Call procedure and Internal Exclusion)

The School may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be sent to main reception and then moved to be supported by the pastoral support officer where details of the incident leading to the removal will be taken and the pupil will be able to refocus to re-join the next appropriate lesson.

The School will only remove a pupil from the classroom where absolutely necessary and for the following reasons:

- The pupil has been persistently disrupting the learning in the lesson and has had a number of low-level interventions from the member of staff
- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable a disruptive pupil to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm and re-regulate in a safe space

The School will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the School to decide. This could be for more than one school day. The School will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher, via the Head of Year or Pastoral Support Officer will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the member of staff and pupil and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

If an internal exclusion is planned, then parents/carers will be informed. In this instance internal exclusion will run from 8.55am until 4.30pm

Internal exclusion will be:

- In an appropriate area of the School.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

Detentions

The School will make it clear to parents/carers and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the School will be permitted to impose detention on a pupil unless the Headteacher decides to withdraw this power from any teacher. The Headteacher may decide to delegate the power to impose detention to volunteers, such as parents/carers who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours up to 4.45pm:

- Any school day where the pupil is not authorised to be absent
- Any non-teaching day, e.g. INSET days

Parental/carer consent will not be required for detentions and, therefore, the School will be able to issue detention as a sanction without first notifying the parents/carers of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities.
- Whether the detention timing conflicts with a medical appointment.
- Whether the parents/carers ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent/carer for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent/carer. For example, arranging an alternative family member or a taxi to collect the pupil.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety without giving the parents/carers at least 24 hours to make alternative arrangements to ensure the pupil's safety.

Parents/carers and pupils will be made aware of any detentions outside of school hours via Go4Schools.

Failure to attend a subject or pastoral detention will be escalated to an SLT 'After School Detention' (ASD). If a pupil fails to attend, a SLT ASD then that will be escalated to a day working in Internal Exclusion which starts at 8.55am and concludes at 4.30pm on the next appropriate school day.

8. Sexual abuse and harassment

The School will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The School's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The School will respond promptly and appropriately, to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the School is responding to a report of sexual violence, the School will take immediate steps to ensure the victim and other pupils are protected. The DSL or Deputy DSL will work closely with the police, and any other agencies as required, to ensure that any action the School takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking, vaping and controlled substances

In accordance with the Health Act 2006, the School is a smoke-free environment. Parents/carers, visitors, staff and pupils will be instructed not to smoke or vape on school grounds. Pupils will not be permitted to bring smoking or vaping or nicotine materials or products to school.

The School will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the School will follow act reasonably and proportionately.

10. Prohibited and banned items, searching pupils and confiscation

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items.

Full details of prohibited and banned items, searching and confiscation can be found in the in the school's Searching, Screening and Confiscation Policy.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of expectations and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements and recognition.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated, inspired and challenged.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school's Pupil Code of Conduct, which requires pupils to take responsibility to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff, pupils and visitors.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.

- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The School will have an established set of clear, comprehensive and enforceable classroom expectations which define what is acceptable behaviour and what the consequences are if rules are not adhered to.

The School will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine.

The Headteacher will ensure all teachers understand classroom expectations and routines and how to enforce them, including any sanctions for not meeting the expectations.

Teachers will support pupils to understand and follow classroom expectations and routines. Teachers will inform pupils of classroom expectations and routines at the beginning of the academic year and revisit these regularly. Where appropriate, teachers will explain the rationale behind the expectations and routines to help pupils understand why they are needed and will model expectations and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom expectations to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom expectations and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the expectations on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom expectations and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The School understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The School will recognise that praise and recognition is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.

- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

As with praise, the School understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again.

Rewards for good behaviour will include, but are not limited to:

- Oral praise.
- Issuing a positive Go4Schools entry.
- Communicating praise to parents/carers.
- Certificates, prize ceremonies and special assemblies.
- Positions of responsibility, e.g. being entrusted with a particular project.
- Trips and activities for pupils who reach the Go4Schools net positive point threshold.

12. Behaviour in exams

Pupils will be made aware of the standard of behaviour required in examination/ assessment rooms through pre-exams assemblies, notices and emails prior the start of exams. Pupils will be issued with the JCQ Information for Candidate Documents together with the content of the JCQ Unauthorised Items and Warnings to Candidate posters.

Information in the form of a Candidate Handbook for Exams is also available to pupils on the Year Teams site and the school website.

The following requirements are applied at Spalding Grammar School regulations outlined in **JCQ Instructions for Conducting Exams 2024-25 (ICE) and JCQ Suspected Malpractice: Policies and Procedures 2024-25(SMPP) document:**

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination/assessment until the point at which they are permitted to leave
- Candidates must not talk to, attempt to communicate with or disturb other candidates once they have entered the examination/assessment room. If they do, this will be reported to the relevant awarding body and noted in the incident book in the examination room by the invigilator
- Candidates must not open the question paper until the examination begins. If they do, this will be recorded and reported to the relevant awarding body (ICE 19.1)
- Where a candidate is being disruptive, the invigilator will warn the candidate that they may be removed from the examination room and that the awarding body will be informed and may decide to penalise them, which could include disqualification. (ICE 24.1)
- If the disruptive behaviour affecting other candidates continues the Head of Centre has the authority to remove a candidate from the examination room (ICE 24.3)

The Head of Centre (Headteacher) or a member of the SLT will report any/all cases of suspected or actual candidate malpractice in connection with the examination to the awarding body and the necessary paperwork completed.

Inappropriate behaviour by a candidate in the examination room or assessment is deemed **'candidate malpractice'** including continued disruptive behaviour that impacts on other candidates. The Head of Centre will report this immediately.

Other examples of 'candidate malpractice' include (refer to the Exams Policy for full details and JCQ SMMP document):

- Introduction of unauthorised material into the examination room.
- Breaches of examination conditions.
- Exchange; obtaining, receiving or passing on information which could be examination related (or the attempt to).
- Offences relating to the content of candidates' work.
 - inappropriate; offensive or obscene material in scripts; controlled assessments; coursework; non-examination assessments or portfolios;
 - plagiarism.

The candidate will also be subject to school disciplinary procedures relating to their behaviour in the examination.

13. Behaviour outside of school premises

Pupils at the School must agree to represent the School in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the School.
- Could pose a threat, harm or distress to another pupil, a member of staff at the School, or a member of the public.
- Could have repercussions for the orderly running of the School.

Any bullying witnessed outside of the school premises and reported to the School will be dealt with in accordance with the Anti-bullying Policy.

The School will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for

the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the School are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The School will collect data from the following sources:

- Behaviour incident data, including Go4Schools and witness statements.
- Attendance, permanent exclusion and suspension data.
- Use of ASDs, Internal Exclusion, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be monitored and objectively analysed regularly by the Pastoral Support Officer and Assistant Headteacher responsible for behaviour and shared with the Headteacher, SLT and Governors. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the Headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is October 2025

Level	Offence	Consequences	Actioned by	Informed	Support Strategies
1	<ul style="list-style-type: none"> No / incorrect equipment Talking/eating/minor disruptive behaviour Poor quality/ rushed work No / late homework Late to lesson/school Poor appearance/uniform 1st Failure to comply with Parking Permit 	<ul style="list-style-type: none"> Positive direction to expected behaviour/ put the matter right Verbal warning Re-do work in own time Break or lunchtime detention Teacher's personal sanctions e.g. litter picking at Break/lunch 	Subject teacher Form Tutor	G4S	<p>The FT is the primary support for all pupils</p> <p>e.g. monitor cards, planner checking, peer mentoring, increase regularity of interviews and ATs, parental/carer contact</p>
2	<ul style="list-style-type: none"> Persistent repetition of Level 1 Failure to complete Level 1 sanction Swearing (not at a member of staff) Failure to attend lesson/PS/FP (but remain on site) Failure to follow procedure (e.g. signing out etc.) Minor misuse of ICT 1st mobile telephone offence 	<ul style="list-style-type: none"> Separation from other pupils (within classroom) Limited exclusion from lesson (e.g. 5 minutes) Break/lunchtime detention Departmental monitoring/detention/referral to another member of staff Verbal warning Confiscation of mobile telephone (1 day) 	Subject teacher Form Tutor	G4S Form Tutor Head of Subject	
BEYOND THIS LEVEL PARENTAL/CARER CONTACT MUST BE MADE					
3	<ul style="list-style-type: none"> Persistent repetition of Level 2 Failure to complete Level 2 sanction Serious disruptive behaviour Use of discriminatory language Smoking or vaping related incident (beyond the school gate) Bullying Minor verbal abuse Minor damage to property Bringing the school into disrepute Lying to a member of staff Truancy/leaving site without permission Failing to meet expectations of Attendance Policy 2nd removal of mobile telephone 	<ul style="list-style-type: none"> Parental/carer consultation Formal written warning – with relevant sanction Removal from lesson/PS – ‘On Call’ protocol After-school detention Short-term withdrawal from lesson to work with another member of staff Departmental mentoring/monitoring/detention Make good damage/compensation Removal from IT facilities Confiscation of mobile telephone (overnight) 	Subject teacher Form Tutor Head of Subject Head of Year	G4S Form Tutor Head of Year CPOMS	<p>Support from peers:</p> <p>e.g. peer mentoring</p> <p>Support from FTs:</p> <p>e.g. monitor cards, increase regularity of interviews and ATs, planner checking</p> <p>Support from FT/HoS:</p>
4	<ul style="list-style-type: none"> Persistent repetition of Level 3 Failure to complete L3 sanction e.g. non-attendance at ASD/‘On Call’ Swearing in presence of staff Extreme breach of appearance/uniform code Misuse of IT, including social media, to cause harm to persons, hardware or software. Smoking or vaping related incident 3rd removal of mobile telephone 	<ul style="list-style-type: none"> Removal from lesson – ‘On Call’ protocol followed by after-school detention After School Detention Pastoral Support Plan: if appropriate at this level Internal exclusion Confiscation of mobile telephone (one week) 	Subject teacher Form Tutor Head of Subject Head of Year	G4S Assistant Head CPOMS	<p>e.g. subject mentoring</p> <p>Support from FT/HoY/parents/carers</p>
5	<ul style="list-style-type: none"> Persistent repetition of Level 4 Verbal abuse of staff (Isolated incident) Dangerous behaviour Discriminatory abuse e.g. racist, homophobic, sexual, religious comment Deliberate physical assault (whatever the provocation) Malicious vandalism Possession of banned substances/items in school or beyond the school gates Theft/ stealing Persistent bullying Malicious misuse of IT, including social media creating and sharing inappropriate content Falsifying emails/records and reports Persistent removal of mobile telephone 	<ul style="list-style-type: none"> Internal exclusion Fixed Term exclusion Reference to external agencies: essential at this level Pastoral Support Plan Headteacher’s Review Appropriate IT sanction Mobile telephone to be handed in to reception every day in the morning and picked up in an evening. 	Head of Year Head of Subject Assistant Head Headteacher	G4S Headteacher Governors Form Tutor CPOMS	<p>e.g. PSP</p> <p>Additional Needs</p> <p>Referral to external agencies:</p> <p>e.g. Police referral, CAMHS, Educational Psychologist, EWO, Social Services etc</p>
6	<ul style="list-style-type: none"> Persistent repetition of Level 4/5 A serious, aggravated or repeated occurrence of a reason for a school exclusion (See Appendix 1) Breakdown in fundamental relationship between school and pupil with total loss of trust and respect. 	<ul style="list-style-type: none"> Headteacher's Review Fixed Term Exclusion Permanent Exclusion Reference to external agencies 	Head of Year Head of Subject Assistant Head Headteacher	G4S Headteacher Governors Form Tutor CPOMS	

Offences and consequences listed are examples only and should not be considered an exhaustive list. The Senior Leadership Team reserves the right to increase or decrease the severity of the consequences applied, outside the specified level, on the basis of aggravated or mitigating circumstances

Exclusion reason	Possible examples
Physical assault against a pupil	fighting, obstruction and jostling, violent behaviour, wounding
Physical assault against an adult	obstruction and jostling, violent behaviour, wounding
Verbal abuse/threatening behaviour against a pupil	aggressive behaviour, swearing, threatened violence, verbal intimidation
Verbal abuse/threatening behaviour against an adult	aggressive behaviour, swearing, threatened violence, verbal intimidation
Use or threat of use of an offensive weapon or prohibited item	carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon
Bullying	verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
Racist abuse	derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics
Abuse against sexual orientation and gender identity (for example, LGBT+)	derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics
Abuse relating to disability	derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment
Sexual misconduct	lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment
Drug and alcohol related	alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse
Damage to property	damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism
Theft	selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property
Persistent or general disruptive behaviour	challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely
Inappropriate use of social media or online technology	sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media
Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.

Behaviour management observations review form

Name of pupil		Year group	
Name of key worker		Date	
Do there appear to be any patterns triggering the pupil's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			