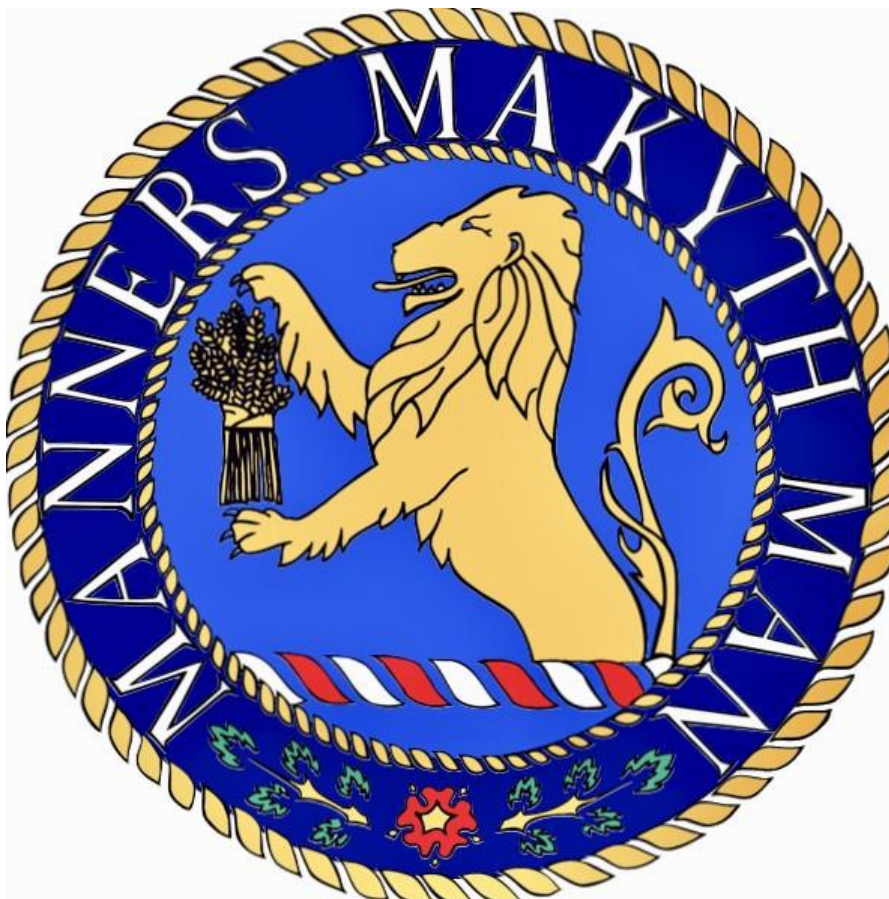


# Urmston Grammar

## Behaviour Policy



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### **1. Purpose**

At Urmston Grammar, we believe in our students right to learn and our teachers right to teach. By setting out clearly our behaviour policy and incorporating our rewards system, our aim is to cultivate an environment which bests allows everybody in our community to thrive.

From our students, we will look for mutual respect and self-discipline. We have high expectations and seek to create an atmosphere that allows students to show themselves at their best.

We expect the adults in our school to lead by example, challenging in a respectful manner, those rare occasions where standards fall below expectations.

### **2. Core Principles**

Within this policy there are a range of specific expectations and standards that are required to best provide a purposeful, positive and effective learning environment for our students. However, it is possible to summarise all these rules by considering our school's core values.

#### **Pride**

Our students take pride in their:

- quality of work.
- efforts to improve.
- attendance and punctuality.
- appearance.

## **Participation**

Our students participate by:

- engaging fully in lessons.
- meeting deadlines.
- getting involved in the extra-curricular life of our school.
- supporting their local community.
- playing an active role in fostering the school ethos.

## **Empathy**

Our students show empathy by:

- treating each other with respect.
- treating adults in the school with respect.
- looking after resources, facilities and surroundings.
- raising money for charity.
- supporting their school and local community.

## **3. Setting out rules and expectations for behaviour**

When setting out the expectations for behaviour at Urmston Grammar, the rules must:

- be scaffolded with a whole school approach to behaviour management.
- be built on statutory requirements.
- cultivate a safe environment for the whole community.
- respect the dignity of individuals.
- create an atmosphere of positive encouragement, that celebrates successes, but also celebrates effort and resilience.
- be clear to all.
- be fair to all.
- promote firmness, with clear expectations, as well as kindness.
- regulate student behaviour by consistent and constant enforcement of all rules by all adults in school.
- promote the principles of self-discipline, self-regulation and regard for authority.
- prevent all forms of bullying and take swift action on occasions where it occurs.
- recognise the rights and responsibilities of parents when managing disciplinary matters.
- reinforce the importance of every student's place within the school community.
- setting the expectations of behaviour both inside and outside the school environment.

- through positive interactions, effective PSHE, assemblies and a consistent approach to discipline, support students to develop and grow into self-disciplined adults who show respect to others.

#### **4. Setting out the systems of rewards and sanctions**

Urmston Grammar recognises the importance of celebrating successes within our community. These may be related to academic achievement, progress, effort and resilience in the face of difficult challenges.

We also recognise that our students are so much more than the sum of their grades. We will also celebrate successes outside the classroom, involvement in extra-curricular activities, charitable endeavours and contributions to the wider school community.

We seek to create a culture where students are proud to share their achievements and allow us to celebrate them too.

The purpose of rewards are:

- to celebrate success inside and outside the classroom.
- to help instil in students a sense of pride.
- to help students set high expectations for themselves and work hard towards them.
- to cultivate an atmosphere that celebrates resilience and sustained effort.
- to allow students to feel confident taking on any challenge without fear of failure.
- to help students to see mistakes as an integral part of the ongoing learning process.
- to encourage involvement in the wider school community, for example in extra-curricular activities.
- to allow students to celebrate their successes outside the school community with us.
- to encourage students to help and support others.

***At Urmston Grammar, we aim for the number of rewards given to exceed the number of sanctions issued.***

#### **5. Use of sanctions**

- Sanctions must be applied with consistency and fairness to ensure that systems are clear and easy to follow for all students.
- Although the policy outlines structures and procedures, we recognise that sanctions cannot always be standardised and must consider individual circumstances.
- Any sanction must offer an opportunity for students to reflect on their behaviour.
- Where sanctions are applied, there must also be consideration for support that may need to be provided to help effect a change in behaviour in future.

- All disruptive behaviour, antisocial behaviour and significant lack of effort should be addressed promptly by the member of staff most directly involved, even if the severity of the circumstances means that the response will be escalated. This provides a clear consistent message to students and offers them a chance to amend their behaviour.
- Sanctions must not be degrading or humiliating to the student.

## **6. Expectations**

- As previously outlined, for a school to offer the best opportunity for students to learn and teachers to teach, clear procedures and structures play a crucial role in cultivating a positive and effective atmosphere.
- Students should take pride in what they do, participate fully in all aspects of school life and show empathy to others, treating them with respect and kindness.
- The following list, though not exhaustive, outlines some of the key principles and expectations that help our school to function optimally.

### **6.1 Expectations of students**

#### **Pride**

- Be ambitious about setting goals that you wish to achieve.
- Wear the correct uniform as an ambassador of our school community. This is important within and beyond the school community.
- Treat all school property with respect.
- Eat and drink only in designated areas and manage litter responsibly

#### **Participation**

- Arrive at school and lessons punctually.
- Have the correct equipment with you for all lessons.
- Remain focused and pay attention in lessons
- Sit in your allocated place in each lesson, as set out by your teacher in the seating plan.
- Follow instructions the first time they are shared with you.
- Raise your hand if you wish to contribute a question, answer or comment
- Act promptly on instructions from adults in the school to modify behaviours.
- Observe all one-way systems in operation.
- Move calmly and purposefully around the school.

## **Empathy**

- Value every member of the school community, treating them with the kindness, patience and tolerance you would expect in return.
- Co-operate with your teachers in lessons to best help them to teach you and your peers in the most effective way.
- Speak quietly and avoid shouting – to help maintain a calm and purposeful environment.
- Use respectful language and tone when talking to peers and adults
- Treat your own and others property with respect.
- Be respectful of the achievements of others in the room.
- Self-regulate your behaviour when adult supervision is minimal.
- Avoid contributing to anti-social behaviour.

## **6.2 Expectations on adults**

Teachers should:

- aim to meet students as they arrive at the classroom.
- model the positive behaviour they expect from their students.
- catch students being good. Celebrate and praise positive choices.
- act on inappropriate behaviour with a proportionate sanction.
- treat all students with fairness.
- allow students time to reflect on their actions.
- give students the opportunity to put things right.
- follow the principles of unconditional positive regard for all students. Whatever incidents have arisen before, we allow them the chance to enter the next lesson with the opportunity to show themselves at their best.
- allow students to put behaviour incidents behind them and move forward in a positive way.
- be visible and present across the school site, attending all duties as required.

## **7. Making the right choices**

We believe the majority of our students consistently make the right choices both inside and outside the classroom. Where poor behaviour choices are made, this can be serious because they:

- may bring danger, threat or intimidation to self or others.
- can impact negatively on the health of the school community.
- could undermine or bring the reputation of Urmston Grammar into disrepute.
- may cause serious and deliberate damage to property.
- can be part of a pattern of repeated disruption, defiance or disrespect.

Examples of poor behaviour choices deemed serious are:

- rudeness to staff.
- verbal abuse to a member of staff.
- a physical assault.
- a reciprocated assault.
- misuse of fire bells and warning bells.
- repeated bullying after initial discussion and warnings.
- repeated or serious damage to the property of any member of the Urmston Grammar community.
- possession of illegal items such as weapons or drugs.
- any acts that are deemed or may be investigated as illegal.
- where previous attempts to support modification of behaviours have not been successful.
- refusal to hand in any mobile device for storage throughout the day as per the Mobile Device Policy.

## **8. Additional responsibilities for behaviour**

**The Senior Leadership Team will:**

- maintain a school wide presence to support colleagues in maintaining an ordered and purposeful environment.
- support colleagues by removing students from lessons where there has been a significant disruption to the learning environment if departmental support has not been successful.
- offer support to colleagues who are in crisis or stress as a result of student's actions.
- support pastoral and school leaders in the escalation of behaviour support for students as required.

**Curriculum Leaders will:**

- monitor behaviour within their subject(s) regularly.
- support their teams with behaviour management issues.

- provide guidance and support to ensure consistency in the application of behaviour management within their subject.
- provide monitoring and support programmes for students who need to modify behaviour within that subject.
- conduct drop ins to monitor standards of behaviour within their department.

**Pastoral Leaders will:**

- monitor behaviour issues within their year group regularly.
- use SIMs to monitor matters as they arise with appropriate panels set up on the homepage.
- support SLT in removing students from lessons if not teaching.
- devise, monitor and review 'reports', 'positive behaviour reports' and 'behaviour support plans' as required.
- liaise with parents of students where behaviour is a cause for concern in more than three subject areas.
- conduct drop ins to monitor standards of behaviour within the year group.

## **9. Rewards**

### **Types of reward**

Rewards can be formal or informal and may be delivered in several ways. Alongside the school House system, where house points will be given to celebrate successes, teachers may seek to encourage and praise students inside and outside lessons by:

- positive gestures or comments.
- positive comment stickers on work.
- positive comments written on work as part of the marking process.
- sending postcards home – to share successes with parents/carers.
- letters/emails/phone calls home to celebrate successes with parents/carers.
- House points given both inside and outside lessons for students who have gone over and above with respect to progress, effort or contributions to the community.
- House point certificates for hitting benchmark standards.
- Head of Year/Head of School/Headteachers awards for sustained high standards and endeavour.
- House reward activities.
- attendance at annual awards and certificates evenings.

### **House Leaders**

House leaders will:

- celebrate collective House successes through engagement in whole school and House assemblies.



- celebrate individual successes within their House.
- co-ordinate the House rewards for all relevant students.

## **10. Sanctions**

On the occasions where standards fall below expectation, Urmston Grammar will utilise a range of responses.

- A graduated system of detentions
- Academic matters will be coordinated within departments.
- Behaviour and matters outside the classroom will be coordinated by the pastoral team, supervised by all teaching staff on a rota across the year. Detentions will run for 30 minutes.
- Escalation of behaviour, or failure to attend a detention will result in a school detention. These will be supervised by members of the SLT. Detentions will run for 60 minutes.
- 24-hours' notice will be provided for any detention, we do not require a response to this notification and failure to attend will result in an escalation through the detention system.
- Carrying out useful tasks to support the wider school community.
- Working restoratively with relevant people, where appropriate, to seek a positive outcome from any situation that arises. (restorative practises will only be used when it is certain that all parties consent to taking part).
- Removal from lessons where learning is disrupted.
- Withdrawal of free time at break or lunch.
- Letters/email home to share relevant information.
- Supervised internal exclusion – We ask that where possible, a packed lunch is provided for these days. Work will be provided to ensure students are able to continue to make academic progress. In some circumstances, pastoral leaders may request a reintegration meeting with parents/carers following an internal exclusion to allow for a restorative response.

On rare occasions, it may be necessary to apply a fixed term or permanent exclusion.

### **10.1 Sanctions related to academic effort and progress**

Urmston Grammar recognises that lack of effort or academic progress can occur for several reasons. Where work is not meeting expectations, any consequences will be co-ordinated within the relevant department.

A levelled response will be utilised. This chain of response will be visible in all classrooms so that students are aware of expectations and responses.

It is important to note that Urmston Grammar recognises that mistakes are an integral part of the learning experience. We value efforts students make to try their hardest on all tasks, seek to develop their understanding and utilise support in school to overcome barriers.

### **Level 1**

Teachers will use verbal/nonverbal cues to encourage students to get back on task and complete their work to the best of their ability.

### **Level 2**

Where work falls below standard, students will be required to attend a departmental 'study support' session. These will last between 30-60 minutes and 24-hours' notice will be provided to parents/carers.

These will be logged as an **L2** on SIMS

### **Level 3**

Where work consistently fails to match expectations, students may be placed on a subject monitoring card. The subject teacher or department lead will contact home to explain the purpose of this monitoring.

Monitoring will generally take place over at least a **fortnightly** cycle

### **Further steps**

Where no improvement is noted, further actions may be taken to support the student to improve

- An escalation to the monitoring process, utilising the support of the Curriculum Leader.
- An invitation to school for parents/carers to discuss how best to support the student to make progress
- Where there is seen to be a wider difficulty (3 or more subjects) Pastoral Leaders will intervene to support.

## **10.2 Sanctions relating to behaviour**

- Urmston Grammar recognises that we have large numbers of students who consistently meet or exceed expectations of behaviour and conduct. On the small number of occasions where students fall short of these standards, it is important that we have a clear procedure to support pupils to adapt and improve.
- A levelled response will be utilised. This chain of response will be visible in all classrooms and communal areas so that students are aware of expectations and responses to poor behaviour choices.

### **Stage 1**

- A verbal or non-verbal reminder will be given, to encourage students to modify their behaviour.

### **Stage 2**

- A small sanction may be applied (up to 15 minutes) at break or lunchtime by the classroom teacher. This may be a simple detention, or could be an opportunity to support the community (Cleaning a whiteboard/separating recycling/putting chairs up etc...)
- This should be logged as an **S2** on SIMs
- Generally, an S2 log will not require any additional written information.

### **Stage 3**

- In circumstances where behaviour is not modified. Students will be required to attend an after-school detention (30 minutes). It is important that students are made aware of this detention and that 24-hours' notice is given to parents/carers.
- These detentions will be coordinated centrally and staffed by all teaching staff on a rota across the year (Each Tuesday and Thursday)
- This should be logged on SIMS under the appropriate category, as a more serious concern, these logs will need further written information and detail included.

### **Stage 4**

- If behaviour continues to be problematic, or in circumstances that are deemed sufficiently serious, the student will be removed from the lesson.
- Depending on the nature of the incident, a more serious sanction will be imposed (Including but not limited to – whole school detention (supervised by SLT)), an internal exclusion or a fixed term or permanent exclusion.
- In circumstances where a student is removed from the lesson, unless a decision is taken by SLT to make contact, the classroom teacher (with support of their curriculum leader as required) should call home to discuss the matter.
- This should be logged on SIMS and any conversations with parents/carers should be recorded on CPOMS.

## **10.3 Sanctions outside the classroom**

While good behaviour choices contribute to a more effective working atmosphere inside the classroom, they are also of huge importance outside the classroom in the wider community.

- All unacceptable behaviour choices outside the classroom must be challenged when witnessed or alerted to by adults in the school.

- Students will be given an opportunity to reflect on and modify their behaviour.
- If students make poor behaviour choices outside the classroom, there will be a loss of free time. Duration and frequency of this action is dependent on the seriousness and/or frequency of poor behaviour choices.

### Stage 1

- A verbal or non-verbal reminder will be given, to encourage students to modify their behaviour.

### Stage 2

- A small sanction may be applied (up to 15 minutes) at break or lunchtime by the classroom teacher. This may be a simple detention, or could be an opportunity to support the community (Cleaning a whiteboard/separating recycling/litter picking/putting chair up etc...)
- For adults on duty, they may choose to keep the student with them for a portion of break or lunchtime. If this occurs at lunch time, students will always be provided with ample time to purchase and consume food.
- This should be logged as an **S2** on SIMs

### Stage 3

- In circumstances where behaviour is not modified. Students will be required to attend an after-school detention (30 minutes). It is important that students are made aware of this detention and that 24-hours' notice is given to parents/carers.
- These detentions will be coordinated centrally and staffed by all teaching staff on a rota across the year (Each Tuesday and Thursday)
- In incidents where a student has been issued with an S3 sanction outside lessons, the pastoral leader will contact home via phone or email. All correspondence will be logged on CPOMs
- This should be logged on SIMS under the appropriate category, as a more serious concern, these logs will need further written information and detail included.

### Stage 4

- In instances where poor behaviour choices are sufficiently serious (Including but not limited to verbal abuse, physical violence, bullying, threatening or intimidating behaviour, property damage or actions that bring the school into disrepute) will automatically lead to more serious sanctions. These may include a school detention (1 hour), internal exclusion, fixed term exclusion or in the most serious cases, a permanent exclusion.
- If a student is issued with three S3 sanctions for behaviour outside the classroom within any one term, an S4 sanction may be issued.

- Pastoral Leaders will intervene to co-ordinate a support plan for students to help them to reflect on their actions and modify their behaviour.

## **10.4 Sanctions relating to uniform and appearance**

School uniform plays an important role in setting an appropriate tone around the school. Our students are central to our community and act as ambassadors for Urmston Grammar. We want our students to be proud of the uniform they wear.

- Form tutors will check uniform at form time and ask students to correct as needed.
- All colleagues will be diligent in checking uniform in classrooms and on corridors.
- Where there is evidence of repeated concerns for a student, sanctions will be imposed and contact will be made with home.
- If there are issues relating to financial difficulties in replacement uniform, parents/carers are invited to contact the Head of School, in confidence, to discuss further.
- Jewellery may be confiscated. These will be logged, secured and a receipt will be provided for the student. Parents/carers are welcome to collect these in person, or we will pass them back to the student at the end of each half term.
- In situations where make up is being worn, students will be sent to the school office to remove this. Make up remover and nail polish remover will be provided.
- If there are issues relating to hairstyle/inappropriate colours, a sanction will be imposed, and parents will be contacted by the Pastoral Leader.
- If there are repeated incidents within an academic year, the sanctions imposed will be escalated each time.

## **10.5 Sanctions relating to punctuality**

- Students should be in their form room and ready to be registered at 8.30am. Anybody who arrives at the form room after 8.30am or signs in at the school office after 8.45am will be given a lunch detention on the same day.
- Afternoon form time is used as the school's official PM register. Anybody who arrives late for this lesson will be issued a lunch detention for the next day.
- Late detentions will last for 15 minutes. If a student does not attend, they will be issued with an after-school detention.
- Punctuality is regularly monitored and where there are frequent late arrivals, the pastoral team will engage with students and parents/carers to find solutions.
- Where punctuality continues to be a concern, pastoral leaders will invite parents/carers to meet and discuss, there will also be a consideration of an escalation with regard to consequences.
- When students arrive late at lessons, this should be noted on the register and can be counted as an S1 (verbal warning)

- Curriculum leaders will monitor late arrivals within lessons. Teachers should share concerns relating to persistent lateness to the curriculum leader who will log and take action.
- Where recording of this persistent lateness spans more than three subjects, pastoral leaders will monitor and intervene.

## **10.6 Sanctions relating to mobile technology**

### **Years 7-11**

- As per the school Mobile Device Policy, all students who bring a phone to school will switch it off and hand it in to the form tutor each morning during form time. They will then be securely stored throughout the day.
- Students will collect their phone again from their form tutor during afternoon form time.
- If a student is found to be carrying or using a mobile phone during the school day, the phone will be confiscated, and the student will receive a one-hour detention. The device will then be stored until a parent/carer can collect it (prior to 4.30pm). If a parent/carer is unable to collect it, the student can collect it at the end of the next school day.\*
- Further incidents of phone possession will lead to a graduated escalation with respect to consequences.
- If staff believe a student has a mobile device in their possession but refuses to hand this in upon request, the school reserves the right to search the student in line with the DfE guidance on searching, screening and confiscation.
- Further details are available in the 'Mobile device policy'.

\* To ensure safety, if a student needs a mobile phone for their journey to and from school, we will provide an alternative, basic phone for them to use for 24 hours. This can be used to contact parents/carers, but excessive charges may be added to the students Parentpay account for reimbursement.

### **Year 12/13**

- Mobile devices will only be permitted in 'sixth form only' areas:
- Newton Hall
- Sixth form hub
- The LRC
- Form rooms (Not during form time)
- Phones should not be used in any area where students in Year 7-11 are present. This also includes the use of headphones, earphones and earbuds.
- If any sixth form student is found using a phone in a non-designated area, the phone may be confiscated. The phone will be held securely in school until the end of the school day. The student will be able to collect the phone at this time.

- Further incidents of phone use will lead to a graduated escalation with respect to consequences.
- Further details are available in the 'Mobile device policy'.

### **10.7 Sanctions related to smoking and e-cigarettes**

- Any situation where a student is smoking or vaping on school property, they will be issued with an internal suspension in the first instance.
- For repeated incidents, the sanction will escalate, involving longer internal suspensions and potentially fixed term suspensions.
- Where there are a group of students and it is not possible to determine which of them are smoking/vaping, a sanction will be imposed to them all. We strongly encourage students to remove themselves from circumstances where they may be seen to be complicit.
- Issues relating to smoking off the school site will also be managed within school if they can be identified as part of the school community (For example on the journey home, wearing school uniform)
- Students who are found smoking/vaping will be offered the opportunity to talk to the school nurse about smoking cessation techniques.

### **10.8 Sanctions relating to illegal substances/possession of weapons**

- In circumstances where a student involves themselves in illegal behaviour (possession of consumption of illegal substances/possession or use of weapons) the school will inform the police and impose a sanction. As a minimum this sanction will be a fixed term exclusion.

### **10.9 Exclusion**

- The power to externally exclude a student for a fixed term or permanently is limited to the Headteacher. In the instance that the Headteacher is unavailable, the responsibility falls to the Deputy Headteacher.
- Exclusion is a serious sanction and no student should be told verbally or in writing by anybody other than the Headteacher (or Deputy headteacher)
- Guidelines surrounding exclusions are very clear and will always be followed.
- Effective liaison with parents/carers/governors/LA/external bodies is essential
- So that all avenues can be explored fully, record keeping must be robust for any student at risk of future exclusions.
- Students will not be allowed to return to school until a reintegration meeting has taken place between school and parents/carers to discuss the situation and how to move forward positively.

- Where the external exclusion is greater than 15 days, a more formal involvement of the governing body and LA will be required.
- When the duration exceeds this, it is clear that this is a result of very serious situations and there is an increasing possibility that the exclusion will become permanent.
- During an exclusion, it is a legal requirement for colleagues to provide work to be done at home.
- This work will be collected centrally. Paper copies will be made available at reception, or work may be emailed home.