

Urmston Grammar
Behaviour Policy

Approved by:

Policy Reviewed: July 2019

Review: July 2020 then every two years

Update Approved:

All policies are available to stakeholders either on the school website or on request from the school office.

Principles

Our aim is to create an enjoyable learning environment for students and staff in our school community. Our expectation is that students will behave well and co-operate with staff and their peers. We believe in a positive approach which seeks to reward those who display positive behaviours and who are responsible members of our school community.

Our students are very well behaved and the school has a positive atmosphere. There are good relationships amongst students and between students and staff. This policy is a guide for all and is based on the values of respect, responsibility, fairness and inclusion.

Purpose

The aims of this Behaviour Policy are to:

- create a sense of communal responsibility;
- ensure consistency amongst staff on the standards of behaviour, dress, courtesy and punctuality expected;
- maintain a system that reinforces and monitors these standards;
- ensure that there is a strong partnership between home and school;
- encourage a caring environment for all who belong to the school community as well as the fabric of the school;
- encourage a sense of responsibility and self-discipline.

Policy

1. General Conduct

We expect all students to behave sensibly and safely around the school site and to follow the 'Guidelines for Students'.

- ACT intelligently, responsibly, courteously and considerately towards each other, staff and others whom you meet.
- ACT in accordance with safety requirements.
- TAKE CARE of your personal possessions and school property.

- TREAT school premises with care and respect.
- LISTEN carefully to instructions.
- KEEP within school bounds.
- WORK conscientiously to the best of your ability.
- WEAR your school uniform smartly and with pride

Urmston Grammar is a “non-contact” school.

All students will:

- attend school and all lessons;
- be punctual;
- bring relevant books, including planner/handbook, reading journal and equipment to each lesson;
- bring a reading book with them each day;
- complete each homework to the best of their ability and meet deadlines;
- abide by the uniform rules/dress code;
- treat others and property with respect;
- listen to and follow staff instructions;
- be polite and courteous to staff, other students and students and visitors.;
- abide by the Mobile Device policy;
- use litter bins;
- eat and drink only in designated areas;
- remain silent during the whole school assembly.

Our target is to establish an atmosphere where self-discipline, hard work and concern for others is the norm. The importance of all staff in establishing this ethos cannot be overstated. It is essential that all staff instil a sense of responsibility into students, right from the start of Year 7. We all want students to see us as a staff, leading by example, which includes punctuality at lessons, and in marking and handing back work. Equally, a student’s infringement of the disciplinary codes should be pointed out and corrected. To ignore bad behaviour may give the impression that it is condoned and therefore acceptable. It is recognised that this approach places continued responsibility on staff to INSIST on and maintain high standards both in lessons and around the school. This is the only way in which we will progress towards our objectives.

2. Behaviour in the Classroom

In order that effective teaching and learning may take place, we must ensure that an appropriate learning environment is created in **each** classroom. Students must be aware of our expectations of them as learners and also what they can expect from us as teachers. All

teachers must make our expectations, and what we consider appropriate behaviour, very clear to students from the very first lesson and this should be reinforced.

In Key Stage 3 lessons it is an expectation that all students will **stand in silence** until told to sit.

All students must be dismissed by the teacher in an orderly fashion at the end of a lesson.

Students should:

- treat all staff and their peers with respect;
- work effectively in lessons and homework;
- arrive to lessons on time;
- arrive at lessons wearing the correct uniform;
- bring the correct equipment to lessons;
- engage in the learning process;
- treat the learning environment and materials within the environment with respect.

Students **should not** disrupt the learning of others.

3. Response to inappropriate behaviour

3.1 Definitions: “Minor incident”

Considered to be low-level disruption (i.e. talking over the teacher/out of turn). This could also be a disruption to the lesson without deliberate defiance/insolence.

“Major incident”

Stage	Used for...	Consequence(s) for pupil
C1	First minor incident	Planner taken by teacher: serves as ‘warning’. <i>(KS3/4 only; 6th Form receive first verbal warning)</i>
C2	Second minor incident	Note written in planner. <i>(KS3/4 only; 6th Form receive second/final verbal warning)</i>
C3	Third minor incident	30 minutes dept/teacher detention; referral made on SIMS.
C4	Fourth minor incident; major incident	Removal from lesson (via the Departmental Exit Timetable); 30 minutes, dept/teacher detention; departmental-level intervention if required.
C5	Incident preventing continuation of lesson	Member of SLT to be summoned by sending two reliable pupils from School Office. 60 minutes, whole-school detention; further consequence if required.

A more severe incident involving (but not limited to) a deliberate act of defiance or insolence. Minor acts of physical aggression may be classed as a 'major incident'.

3.2 UG 'Ladder of Consequences' – to be displayed in all teaching rooms

N.B. Planners ought to be out on desks at the start of every lesson in KS3 & 4.

3.3 Missing planners (KS3 & 4 only)

- 1) Planner checks to be administered by form tutors on a daily basis.
- 2) If planner is not present, the pupil will be given a 30 minute after-school detention ("ASPMUD" – see note below)* to take place on the following day or in the next available ASPMUD**.
- 3) Pupils without planners will be given a "Planner Replacement Sheet"***, on which any homework and/or further notes can be made.
- 4) The form tutor will log the missing planner on SIMS, which will automatically send an e-mail to a designated member of the office staff, who will update the planner detention register, and inform parents that the 'offender' will be serving a detention the following day or during the next after school detention day.
- 5) Once the pupil has served their detention, they will be expected to show their form tutor that they have copied any homework/notes from their PRS to their planner. Failure to do so results in another 30 minute detention.

Notes

ASPMUD = **After **S**chool **P**lanner, **M**obile device and **U**niform **D**etention. This will be supervised by all teaching staff, on a rota basis. This means each teaching staff member will have to supervise approx. 2 sessions per academic year. Staff will be expected to 1) take a register 2) supervise detainees. The detentions will run on Tuesday, Wednesday and Thursday and will be served on the day following their issue or at the next available detention slot. (eg a detention issued on Friday would be served the following Tuesday)*

Detainees should remain in silence and copy out the school's 'Code of Conduct'

***Parents will be informed of the after school detention for failure to have a planner by e-mail and will be provided with the date when the detention will be served . Obviously, extenuating circumstances/prior commitments will be taken into account.*

****Reprographics will be asked to produce an appropriate amount of PRSs, so each form tutor has a sufficient supply to give out when required. PRSs will also have a reminder on them about that evening's detention*

3.4 Missing equipment

- 1) Each department has created a list of subject-specific equipment expectations, which will be displayed alongside the 'Ladder of Consequences' in each classroom.

2) Any pupil **not** meeting these equipment expectations will automatically receive an after-school detention to be served the following day or in the next available detention. (exactly as for missing planners). Staff will need to generate an e-mail based on a SIMS referral using a right-click; to a designated member of the office staff, who will update the detention register, and inform parents that the 'offender' will be serving a detention at the appropriate time.

3) To avoid some staff having to supervise detentions for longer than others, no pupil can receive more than one planner/equipment detention per day.

3.5 Mobile devices (Please see Mobile Device Policy for more detail)

1) Confiscated devices will be handed in to the Finance Office (as with current system), and the offender will be given a 30 minute detention after school in the same way as they are issued for missing planners and equipment, with the School Office contacting parents by e-mail to advise of this.

2) Key points from Mobile Device Policy:

- KS3: at no time in school - devices should not be seen inside school beyond them being placed in/removed from lockers at the start and end of each day. **This includes on the way out of the school building(s) at 15.20/14:50.**
- KS4: in form rooms outside of lesson times only. If pupils use mobile devices on the way out of school they will be confiscated, as with KS3.
- KS5: The use of mobile devices to make or receive voice calls in corridors and 'public areas' is banned, students subject to the above-mentioned sanction.

3.6 Uniform

1) All form tutors and subject teachers must ensure that pupils are appropriately dressed before leaving a classroom at the end of a lesson/form period.

2) Any uniform transgressions should be logged on SIMS and the pupil should be expected to address the issue immediately or within 24 hours. Pupils will receive an after school detention for the following day or in the next available detention slot.

Following the introduction of the ASPMUD, whole-school detention will cease to cater for uniform transgressors. Uniform offences will be dealt with via the ASPMUD, as set out above.

4. Sanctions available

Many examples of minor misdemeanours either in lessons or outside can be stopped with a quiet word or non-verbal cue. In class it is very useful to know the name of the student concerned and prompt action will often prevent any further problems.

4.1 If students are not behaving sensibly, failing to keep the form room clean etc, they will be locked out of rooms at break-time (and at lunchtime for KS4 and KS5 students) following a warning.

4.2 Detentions

- All staff are entitled to detain students for up to 15 minutes on any evening without prior notice.
- ASPMUD 30 minute detention is for pupils who are not properly equipped for lessons, use their mobile device inappropriately and/or repeatedly flout the uniform rules.
- Private Detentions of more than 15 minutes after school. Staff are entitled to issue private detentions at lunchtime or after school. Parents MUST be given at least twenty four hours' notice IN WRITING for after school detentions. Forms for Private Detention are available from the general office. Private detentions should be recorded on SIMS under issue resolved with a note to say a detention has been set and served.
- Departmental/Faculty detentions are organised by Heads of Department/Curriculum Team Leaders at lunchtime or after school but parents MUST be given at least twenty four hours' notice IN WRITING. Departments should have a standard departmental letter. Departmental detentions should be recorded on SIMS. HODs should support subject teachers by developing an agreed departmental strategy for dealing with individual students. HODs should keep Pastoral Leaders informed of on-going issues with individuals.
- School Detention. This is the strongest of the range of sanctions available to staff and should only be used when the routine procedure of reprimand, additional work etc. are exhausted. The detention lasts for one hour and is held after school every TUESDAY in G1. Parents must be given at least twenty four hours' notice. School Detention is a serious sanction and it is important that students and parents should be aware that we treat it as such. School Detention is supervised by members of the SLT according to a rota published at the beginning of the school year. Punctuality and diligence in this duty are most important. When issuing School Detention staff are asked to observe the following procedure:
 - leave a student in no doubt as to why, when and where a detention has to be served;

- complete the standard detention letter and pass on to a member of the office staff for posting home to parents;
- enter details on the Detention Log on the Y Drive;
- the office staff will remind students of their detention by emailing the Form Tutor.
- If you require the student to complete work set this should be left in the Detention Book and should be collected after the detention by the member of staff; if no work is set students will be asked to write out the school's student guidelines

4.3 A student can be sent to stand outside the classroom during a lesson for a **short period of time**.

4.4 Departmental/Faculty "Exit or Withdrawal Timetables" are organised by Heads of Department/Curriculum Team Leaders at the start of the school year. (Please ensure that RSW has a copy of this by the END of the second school week in September). If students are withdrawn from lessons because of their behaviour they should be expected to continue with appropriate work in another classroom. After the lesson their behaviour should be discussed with the class teacher and the HOD. Clear directions should be given to the student in terms of expectations for the following lesson. Parents should be alerted and recorded on SIMS

4.5 Sixth Form Prep. Please refer to Head of Sixth Form for details.

4.6 Some departments operate their own prep to allow students to catch up with missed work in their subject area or to consolidate understanding. Please refer to Head of Department for details.

4.7 Form Tutors, Pastoral Leaders and HOD should monitor the issuing of sanctions on a weekly basis to ensure action is taken quickly after the issuing of sanction.

4.8 If there are specific concerns about organisation or behaviour the Pastoral Leader/Head of School/Head of Department may decide to use a REPORT CARD. Teaching staff are asked to assist by completing such reports after each lesson.

4.9 Exclusions, both internal and external, are the prerogative of the Principal and Governors and are reserved for the most serious offences. Permanent exclusion is a lengthy procedure involving students, parents, the Principal and the Governors. In the final stage an Independent Review Panel may direct the Governors to reconsider the decision to exclude. To ensure that the Principal and the Governors' decisions are upheld, it is important that there is carefully

documented evidence of the incidents involving the particular student AND the support that the school has offered the student and parents over a period of time.

5. Lateness

If a student is late to registration they must be marked 'L' in the register and then told to sign in at the Main Office, if they have not already done so. Please record the number of minutes a student is late.

Persistent lateness to registration:

- Ms Musgrove, the Attendance Clerk, checks signing-in sheets and registers for late arrivals.
- Ms Musgrove emails parents to query reason for lateness, chasing up non-responses - on the day of the issue.
- Late pupils/students may be requested to report to their Pastoral Leader at the end of the day to explain their lateness.
- Any two unauthorised '*lates*' within one week will result in a 30 minute detention or three across a half-term Mrs Musgrove will contact parents by email to advise them of the detention.
- Any ongoing issues or concerns are referred to the relevant Pastoral Leader which may involve contact with the EWO.

Form Tutors and Pastoral Leaders will be able to track/monitor their charges' attendance and punctuality through SIMS.

Additionally, Ms Musgrove will produce fortnightly attendance reports for each Pastoral Leader/Head of School.

Persistent lateness to lessons:

We do expect that students will move quickly to arrive punctually at lessons and that there are no excuses for lateness.

- Subject teachers should record students who arrive late as 'L' on the electronic register – please include the number of minutes.
- Subject teachers should warn the student that persistent lateness to lessons may result in the student having to make up the time at the end of the lesson, during breaks or at lunchtime.
- Persistent lateness should always be referred to the relevant Pastoral Leader.

6. Truancy

If a suspected unauthorised absence from lessons occurs, staff will notify the Pastoral Leader and Head of School immediately. The student will be dealt with by the Pastoral Leader and Head of School. Parents will be contacted and asked to attend a meeting at

school. An after school detention will be arranged, and the student will be expected to catch up on any missed work. Truancy from lessons/school is a safeguarding issue.

7. Behaviour on a school trip/residential

All students will be expected to adhere to the school's Guidelines for Students and the expectations for behaviour when on any school trip or visit and on the journey to and from school.

Any incidents regarding a student's behaviour on a school trip or residential should be reported to the Pastoral Leader/Head of School using the SIMS Incident Forms and informing the parents/carers.

8. Behaviour outside school

All students are expected to adhere to the Uniform Policy on the journey to and from school. Items which are worn and are not part of the school uniform may be confiscated if seen by a member of staff.

When the student can be identified as a member of our school community his/her behaviour may be reported to the school. If the student's behaviour is going to impact on the discipline of the wider body of the school or could pose a threat to another student, or a member of the public the school will follow this Behaviour Policy. A student's behaviour outside of school can be considered as grounds for exclusion.

Parents will be advised of any significant incident and sanction.

9. Communication with parents

The school aims to promote a positive working relationship with all parents/carers Parents may be informed of any concerns/issues via the Pastoral Leader, Head of School, Subject Teacher, Head of Department or a member of the SLT.

Parents appreciate early notification when there are issues at school. This allows the school to work in partnership with the parents and their child to resolve issues quickly.

Members of staff are also encouraged to inform parents either by telephone or in writing of any successes.

If parents have concerns about their child's progress (pastoral or academic) they should contact the relevant Pastoral Leader or Subject Teacher.

The school expects parents to sign their child's School Planner on a weekly basis as this is an effective form of communication between home and school. *This does not apply to Sixth Form students.*

10. Rewards

The school places great value on students' curricular and extracurricular achievements and efforts. Staff are encouraged to recognise and celebrate individual student's achievements, contributions and efforts (ACE). Rewards will be issued for significant contributions/achievements in Upper School and Sixth Form.

The following are examples of how success is celebrated in school:

- KS3 UGS (Urmston Grammar Stars);
- Badges;
- KS4 Commendation system;
- Certificates for Urmston 132;
- Recognition in assembly;
- Verbal praise within the classroom/outside of the classroom;
- Written feedback from the teacher;
- Sixth Form Achievement Rewards;
- Displays of student work around the school;
- Badges for roles of responsibility;
- Phone calls and letters home to parent;
- Principal's "Certificate of achievement";
- Presentation Evenings.

Departmental and individual rewards should be awarded as close to the action/event as possible so that students know that we value what they achieve and/or contribute.

Form Tutors, Pastoral Leaders and HODs should monitor the issuing of rewards to ensure equity across teachers, classes and forms. Whole school rewards should be acknowledged at least termly in Lower School/Upper School/Sixth Form by Pastoral Leaders/Heads of School.