

Maidstone Grammar School

BEHAVIOUR FOR LEARNING POLICY

June 2015

Executive Summary:

This policy sets out the expectations of behaviour that apply to every student in the school and the procedures that will be followed if students do not adhere to them.

The next Review Date is June 2017.

Related Policies:

Anti-Bullying Policy	Ratified June 2012
Attendance & Punctuality Policy	Ratified July 2013
Complaints Policy	Ratified September 2013
Mobile Phone Policy	Ratified October 2010
Pastoral Support Plan Policy	Ratified March 2014
Pupil Search Policy	Ratified November 2011
Reasonable Force Policy	Ratified November 2011
Statutory Guidance for Exclusions	DFE September 2012
Drugs Education Incidents	
Management Policy	Ratified March 2014
Uniform and Dress Code Policy	Ratified October 2010

Chair of Governors

Date

Headmaster

Date

SECTION 1: ETHOS & EXPECTATIONS:

Learning takes place most effectively in an environment where there is care, tolerance, security, praise and high expectations associated with clear learning goals.

1.1 Aims

- To maintain the School as an orderly community where staff and students work together safely, happily and efficiently.
- To develop self discipline amongst students.
- To achieve the agreed level of expected behaviour in all school activities.
- To enhance the self-esteem of everyone in the School.

1.2 Responsibilities

It is the responsibility of each **student** to behave at all times with courtesy and common sense, follow the instructions of staff and prefects and discharge their responsibilities as a member of the school community. Students must attend all lessons on their timetable and arrive punctually. They must complete homework by the deadline set and to the best of their ability. Students must be equipped with all necessary books, materials and writing implements.

It is the responsibility of **any member of the staff or prefect** to take action against a student who is misbehaving in a way that is damaging to the good order or reputation of the School, or is likely to endanger the safety of the school, its students or its property. This applies to journeys to and from school, occasions when the student is off site but under the School's supervision, and at all times around the school site.

It is the responsibility of each **subject teacher or member of the cover staff** to maintain order in their class to ensure that productive work can take place and to treat students equitably and with respect. The agreed behaviour strategy **must** be employed by all staff. [Teacher Standard 7]

It is the responsibility of **the Tutor and/or Learning Manager** to follow up concerns about work or behaviour in a range of subjects or behaviour outside of the classroom.

It is the responsibility of **Heads of Department** to follow up concerns about behaviour in their own subject area and ensure that the Pastoral Team are kept up to date with interventions. Heads of Department are expected to work collaboratively with colleagues in their department to support them and assist in resolving and dealing with behaviour related issues. Departments may choose to create a summary of how this policy is managed within their specific departments and make use of processes such as Departmental Subject Reports or Celebration Certificates etc. It is however, expected that all departments operate clearly within the ethos and parameters of this policy.

1.3 Corporal Punishment, Positive Handling & Physical Contact with Students.

Under no circumstances may corporal punishment be used by any member of staff. Any member of staff who uses physical punishment will be immediately reported to the Headmaster.

If a member of staff needs to physically restrain a student they must only do so under the circumstances outlined in the Reasonable Force Policy and follow the procedure stated there. For the safety of the member of staff concerned they must write an immediate report on the incident and pass it to the Headmaster immediately.

1.4 Student Expectations.

A culture of praise leading to high motivation of students is to be encouraged. Consistent implementation of a whole school approach is essential.

Students are expected to behave appropriately and in a way which demonstrates the ethos of the School. This applies to journeys to and from school, occasions when the student is off site but under the School's supervision, and at all times when on the school site.

Students are expected to take responsibility for accidental damage to property and respecting the needs of others regarding their property and surroundings. If students damage school property, they must report it immediately to the Bursary and accept that they may be required to pay for the damage.

Inside the school buildings, students are expected to walk, keep to the left in corridors and stairs; line up quietly outside classrooms. Students are permitted to eat in designated areas only. This does not include eating whilst walking around the school site, in the buildings, corridors or on the field. Water can be drunk from clear bottles in classrooms, with the exception of specialist rooms such as Science Labs and ICT suites. Students are expected to show suitable respect for staff when they enter a room by standing.

The school understands and appreciates that social media is very much part of the lives of our students. However if its use brings the school in to disrepute, or is associated in anyway with bullying, the school we will take firm action. Where necessary we will involve the police.

Staff and students were involved in setting the following expectations for behaviour. A display copy is available in every classroom (appendix 4)

Classroom Behaviour:

1. We will enter and leave the room quietly and sensibly.
2. We will speak when we are invited to and we listen when another person is speaking.
3. We will remain seated in the classroom unless invited to move.
4. We will take responsibility for the place we work in and the material we learn from.
5. We will show respect for others by speaking and behaving appropriately to everyone.
6. We will drink only water in the classroom.
7. We will not use our mobile phones, MP3 player or electronic devices in class or the corridor unless our teacher has given us permission.

Behaviour on the Field:

- We will not eat on the field. We will only eat in the designated areas and we will place our rubbish in the bins.
- We will wear trainers to play games on the field at break and lunch time.
- We will play safely and have respect for each other's games. Games that can clearly lead to injury are not permitted, e.g. rugby related games, tackling and 'take downs', throwing American footballs, throwing cricket balls or throwing Nerf Vortex type projectiles.
- Upon leaving the field, we will ensure that we are dressed according to the school uniform regulations.
- We will leave the field in plenty of time to reach our next lesson/tutor time.

Behaviour in the Refectory:

- We will be considerate as to where we place our bags so that they are not in anyone else's way.
- We will clear away our tray, our crumbs and our litter before leaving the Refectory.
- We will eat hot food downstairs and packed lunches upstairs.
- We will comply with staff and prefect instructions and treat everyone with respect.
- We will queue quietly and considerately.

Behaviour in the Library:

- We will drink only water in the Library.
- We will leave our bags on the racks outside Room 43.
- We will keep mobile phones, ipods, games consoles etc in our pockets whilst in the Library.
- During lesson times we will work quietly in the Library.
- We will comply with staff and prefect instructions and treat everyone with respect.

Should a student fail to meet expectations, staff will implement a series of agreed consequences. At each stage the student must be given the opportunity to choose to change his/her behaviour.

1.5 Health and Safety.

Students are expected at all times to take responsibility for their own health and safety and those around them.

Students in Years 7-11 must not leave the school premises at any time during the school day without permission. Permission is granted by the Learning Manager and a Pupil Pass must be obtained from the School Reception.

Students in Years 12 and 13 are permitted to leave site during the day providing they do not have a lesson, have returned their parental permission slip and they have signed out at the Gatehouse.

Students must observe the special rules for the use of laboratories, workshops, ICT rooms, Sports Hall and Gym. This also applies to school related activities off the school site such as fieldtrips, foreign trips, sports fixtures and the journey to and from school.

When the field is in bounds at breaks and lunchtimes, sensible ball games are permitted. Students must wear trainers on the field. Rugby and rugby balls are not permitted on the field at breaks and lunchtime. Nor are games that can clearly lead to injury, e.g. tackling and 'take downs', throwing American footballs, throwing cricket balls or throwing Nerf Vortex type projectiles.

The authority of the Headmaster and Staff is not confined to the School premises.

Smoking and the consumption of alcohol and controlled substances are forbidden when a student is under the School's jurisdiction, whether in school or out. Parents will always be involved in cases involving these substances and in extreme cases so might the Police. The School has adopted the Kent Agreed Policy for Drugs Related Incidences in Schools. Staff, students and parents should also make themselves aware of the School's Substance Policy.

Everyone must report any hazard to health and safety immediately to the Bursary. If the bursary is shut, then the matter must be reported to the School Office. If a student has an accident on the School premises or feels unwell, they must follow the Accident and Illness Procedures and immediately report to the School Office. Students should not make direct contact with their parents but report to the School Office.

1.6 Property

The School accepts no responsibility for any personal property brought on to the school premises. Students are advised not to bring large sums of money to school. If they do need to do this, they are advised to ask the Bursary to keep it safe for them and to collect it at the end of the day.

Electronic gadgets such as iPods, mobile phones and MP3 players remain the responsibility of the student. The school advises that such expensive items should not be brought to school. Staff, parents and students should make themselves aware of the School's Mobile Phone and MP3 Policy and Bring Your Own Device (BYOD) Policy. The School has a commitment to safeguarding

the rights and privacy of staff and pupils. The uses of devices to photograph, record, intimidate or bully staff or students will not be tolerated and in extreme cases the Police may be involved.

A member of the School's Senior Leadership Team may rule that an item of personal property is inappropriate to have in school. Such items must not be brought in future.

1.7 Out of bounds.

The grass in the Quadrangle and Courtyard is out of bounds as are the foyer entrance and the door by the Headmaster's study. Collis Field is out of bounds for Years 7-11 at all times during the school day except for specified activities.

1.8 Vehicles.

Students may ride bicycles to school but these must not be ridden on site. Bikes must be roadworthy and a helmet worn at all times. Bikes must be secured in the Bike Shed with a strong D Lock. Students may not park cars on the school premises at any time, nor drive cars on the site.

There is some limited parking space for motorcycles on the school's premises. Neither the Local Education Authority nor the Governors accept any liability for loss damage or accident to any such motor vehicles whilst on the school's premises. A permit must be obtained from the Student Services Manager and vehicles must observe the 5mph site speed limit.

1.9 The Student Planner

The Student Planner is a vital document and students in the Lower School are expected to have it with them at all times. Form Tutors should sign the Student Planner at least once per fortnight and expect parents to have signed it too. Form Tutors should contact parents when the Planner is not being signed or is being misused by the student.

The Planner is the property of the School and not the student; it should be looked after accordingly.

If a student does not have his/her Planner, the tutor or subject teacher must send the student to the School Office. The School Office will issue a blank Planner sheet for the student to use that day. The student's name will be logged and a letter is automatically sent home informing parents.

SECTION 2. REWARDS

2.1 Rewards for meeting expectations of behaviour

We will reduce the need to impose sanctions by colleagues' use of some of the means below to reinforce positive behaviour:

- Frequent verbal encouragement, compliments and praise
- Stickers and stamps for meeting expectations of behaviour
- Positive comments in the Student Planner
- Positive comments in the exercise book
- Certificates of praise (Awarded in assembly)
- Merits are used for years 7 and 8
- Congratulations postcards sent home. Postcards are used for Years 9-13.
- Letter home (Done by any colleague at their discretion for outstanding behaviour or action by the student.) A standard letter is available for anyone to copy and use on [S:common/rewards/proforma letters](#)
- Praise in assembly

2.2 Rewards for achievement

The merit system is used in Years 7 and 8 for rewarding achievement and effort in academic work. We award certificates when students achieve 10, 20, 40, 60, 80 and 100 merits. In Years 7 and 8 we use Carrot Rewards stickers for merits. Students with the greatest number of merits will receive a prize at Speech Day and individual/group achievement contributes towards the House Cup.

Merits and Congratulations Postcards should be awarded for:

- Work to a higher standard than normal.
- General improvement in classwork.
- A string of good answers to questions in class.
- Answering challenging questions.
- Helping members of staff, both inside the classroom and outside the classroom.
- Representing the school in arts, sport etc.

Where possible, staff should display students' work as often as possible.

Whenever we produce assessment results, Learning Managers will ensure that we send letters of congratulations.

2.3 Congratulations Postcards (Years 9-13)

In Years 9 - 13 Congratulations Postcards replace Merits. Staff may award these using the same criteria as merit marks. Staff can find the postcards in the staff common room. Staff complete the card and hand it to the School Office who send it home. The office log the Congratulations Postcard on the electronic PARS system.

2.4 Letters home for Year 12 and Year 13:

You may also send a letter home for a meritorious piece of work.

SECTION 3: SANCTIONS

Staff should use a wide variety of classroom management techniques in an attempt to implement positive behaviour management. The use of structured seating plans and appropriately pitched lessons.[Teacher standard 5/7]. Refer to Appendix 1, MGS Behaviour Steps for guidance.

Low level issues should be dealt with using the conduct card (Appendix 2). Students who do not responding positively may be asked to have 5 minutes "time out" outside the classroom. Students must not be left outside the class for more than five minutes.

Colleagues should take clear steps over a period of time before removing a student from the classroom or calling for a Senior Manager to remove a student. Removal of a student is usually reserved for serious issues.

All staff should use the method of DIRECTION – REDIRECTION – CHOICE – EXIT, when dealing with students who do not meet expectations and before considering removal by a Senior Leader.

Members of staff are discouraged from imposing whole class sanctions such as keeping the class back after a lesson and a class should never be kept back more than 10 min at end of school.

3.2 Lunchtime Detention (LTD)

SLT, Learning Managers, Student Services Department and Heads of Department may issue Lunchtime Detentions for persistent behaviour issues (Refer to Appendix I). Staff may issue a

Departmental Detention, which is supervised by the issuing department. In this case, students must be allowed a minimum of 15 minutes to eat lunch or 5 minutes at break time.

Failure to attend a Lunchtime Detention is a serious breach of school discipline which the Learning Manager will follow up. Staff should enter LTDs and Departmental Detentions on to the electronic PARS system.

3.3 School Detentions (SD)

SLT, Learning Managers, Student Services Department and Heads of Department may issue School Detentions for persistent behaviour issues (Refer to Appendix I). School Detention runs after school on Tuesday and Thursday. It should be used for repeated poor conduct or serious cases of misbehaviour. Staff should enter SDs on to the electronic PARS system. The Student Services Manager supervises School Detention. Staff must give 24 hours' notice of School Detentions to the parents. Staff should not detain individuals or classes for longer than 10mins at the end of a school day.

All School Detentions are held in the Big Hall. Students are permitted to complete work. They should also use this as an opportunity to reflect upon the reason for the detention and explain themselves to the Headmaster and/or other members of the Senior Leadership Team who attend the detention.

When a student fails to comply with a work deadline, a conduct mark should be issued and a new deadline issued. If a student fails to meet a deadline on a third occasion, the Head of Department should be informed and a department detention issued.

3.4 Non-Attendance to School Detentions.

This is treated as a serious offence. Students who do not attend a School Detention are spoken to by their Learning Manager and/or the member of the Senior Leadership team with responsibility for the year group. An additional punishment will be issued.

3.5 Extended Friday Detentions.

These run from 3.30-5.30pm on selected Fridays and are reserved for students who have committed very serious offences or have been persistently late. They are supervised by members of the Pastoral Team and Senior Leadership Team.

When an extended detention is set, the Learning Manager or Senior Leader will inform the parents.

Ordinarily, all detention records will be wiped clean at the end of the academic year.

3.6 Removal of Study Leave and Study Periods.

Removal of sixth form study leave or study periods may be used when it is clear that students are failing to meet our expectations. Staff may also use it for students who fail to attend lessons or where additional study is deemed to be appropriate.

3.7 The Attitude to Learning Report/School Report Card.

In cases where the Learning Manager or Senior Manager notices a trend of misbehaviour from individuals they may place the student on Attitude to Learning Report or a School Report Card. Students and parents must be involved in the process. The report cards would ordinarily be reviewed daily by the tutor and weekly by the LM including communication with parents and students regarding progress. Students would not ordinarily be on School Report Card for more than three weeks.

3.8 Student Conduct Book.

Student Conduct Books are a more detailed version of a School Report Card, where a student's behaviour has not improved despite other measures. The Learning Manager would place a student on Conduct Book following discussions with the senior leader with responsibility for the year group.

Conduct Books are signed and monitored twice daily by the Learning Manager and reviewed regularly. It would be common practice for a student on Conduct Book Report to have a Pastoral Support Plan (PSP).

3.9 Pastoral Support Plans (PSP)

Pastoral Support Plans are used as a monitoring tool by LMs and SLT. They involve a regular review meeting and target setting process with students who may be academically or behaviourally vulnerable. Staff and Parents should also be familiar with the School's PSP Policy.

3.10 Cause for Concern and Vulnerable Pupils.

Monthly meetings occur in which members of the Pastoral Team discuss students and agree a planned approach to intervention and support. Action and impact is monitored.

Each case is levelled according to priority – Green – Amber – Red with red being the top priority cases and has a link member of staff from the Pastoral Team who is responsible for leading intervention and support.

Students may be on the CFC and Vulnerable Pupil list for a variety of reasons. These may include issues that would need to be taken into account when deciding upon a punishment for a student.

Therefore, this Behaviour Policy has been written with the caveat that the School may make some exceptions in its application; some students, especially those who are a Cause for Concern, Vulnerable or have a particular Special Educational Need may need a different approach in order to help them adopt positive behaviours that conform to school expectations.

3.11 Staff Mentors, Peer Mentors and Study Buddies.

Students may occasionally need support and guidance. Trained Study Buddies (generally Year 12/13 students) are available to help with specific subject related or academic needs. Student Mentors provide pastoral support in the form of a "big brother" type relationship and Staff Mentors who offer advice and support about study skills and behaviour management.

3.12 Internal Exclusion.

Learning Managers and SLT may place a student in Internal Exclusion for a limited period of time. This punishment is ordinarily for significant disruption or poor behaviour where the student has been directly dealt with by a senior member of staff or the Headmaster himself.

The student is supervised at all times during the Internal Exclusion and should complete the appropriate work being done by the rest of his class. This is to be organised by the Learning Manager. Parents must be involved in all cases of Internal Exclusion.

3.14 Exclusions from School

In determining exclusions the Headmaster shall follow the procedures laid down in the DFE "Guidance on Exclusions from Maintained schools, Academies and PRUs in England 2012".

3.15 Poor Work / Effort

The form tutor is instrumental in monitoring progress following formal assessments and having conversations with parents and students.

Poor work is not in itself a disciplinary matter, although consistent lack of effort or failure to produce work may be. In the first instance it is the responsibility of departments to monitor the work and progress of students and to devise strategies for addressing poor standards of work.

Staff may wish to detain students independently to ensure that work is done to the required standard. They may use lunchtime, but must give the student time to have his lunch (at least 15 minutes). Staff should not detain individuals or classes for longer than 10mins at the end of a school day.

3.16 Referral procedure

Appendix 1 outlines the process of referral for a student whose behaviour continues to give cause for concern. In particular, it should be noted that for a problem in a specific subject, the student is initially referred to the Head of Department; when the problem is in a range of subjects, the referral should be to the Learning Manager.

Except in exceptional circumstances, no member of staff may refer a student directly to the Headmaster but should follow the referral process outlined in this policy.

3.17 Right of appeal

All students have the right of appeal to their Learning Manager against disciplinary action taken by any member of staff. For students in Years 7 to 11 the appeal must be supported by a parental letter. If the student is appealing against a decision made by a Learning Manager then the appeal should be made in writing to the senior leader with responsibility for the year group.

If the student is appealing against a decision made by a senior member of staff, then the appeal should be made in writing and by parents to the Headmaster. If the appeal is against a decision made by the Headmaster then this should be in writing to the Chair of Governors as outlined in the Complaints Policy. Sixth Form students may appeal to the Learning Manager direct, but still in writing.

In all cases, the punishment will be suspended while a review of the incident takes place. Only the Headmaster and the Deputy Heads are able to rescind School and Extended Detentions.

Appeals against fixed term or permanent exclusions are covered within the School's Exclusion Policy.

3.18 Complaints.

Any complaint about a member of staff should be made in writing to the Headmaster. The matter will then be investigated according to the School's Complaints Policy. If the complaint is regarding the Headmaster, then the matter should be put in writing for the attention of the Chair of Governors and sent to the Clerk to Governors at the School as outlined in the Complaints Policy.

Section 4: Upper School.

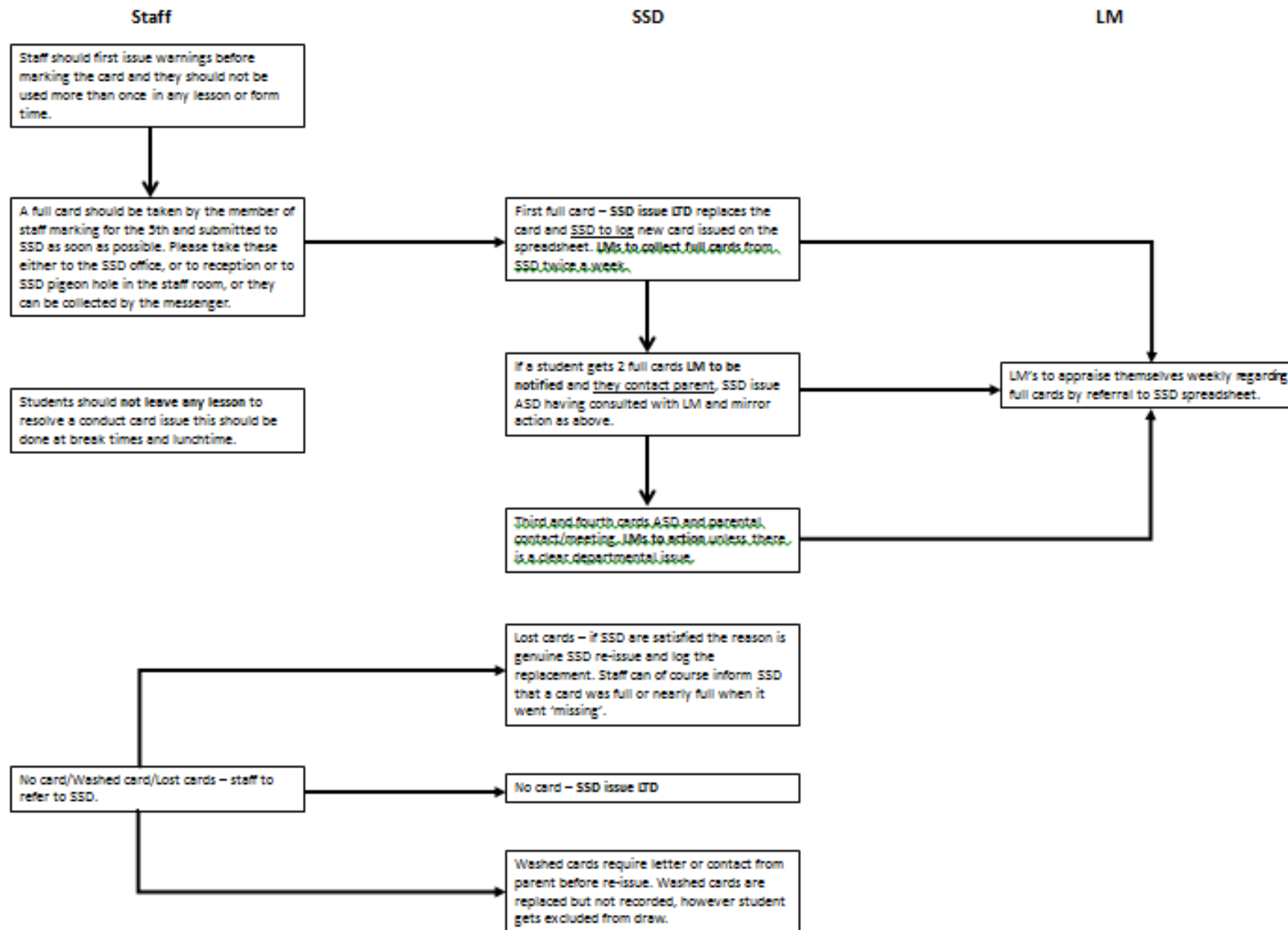
We expect Upper school students in years 11-13 to meet School Expectations, like any other student and act as role models for younger students. Where students are perceived to be failing to meet our expectations, the Director of Learning will hold a review meeting with the student and his/her parents. Persistent failure to conform to School Expectations will put the sixth form place at risk.

Appendix 1 MGS Behaviour Steps

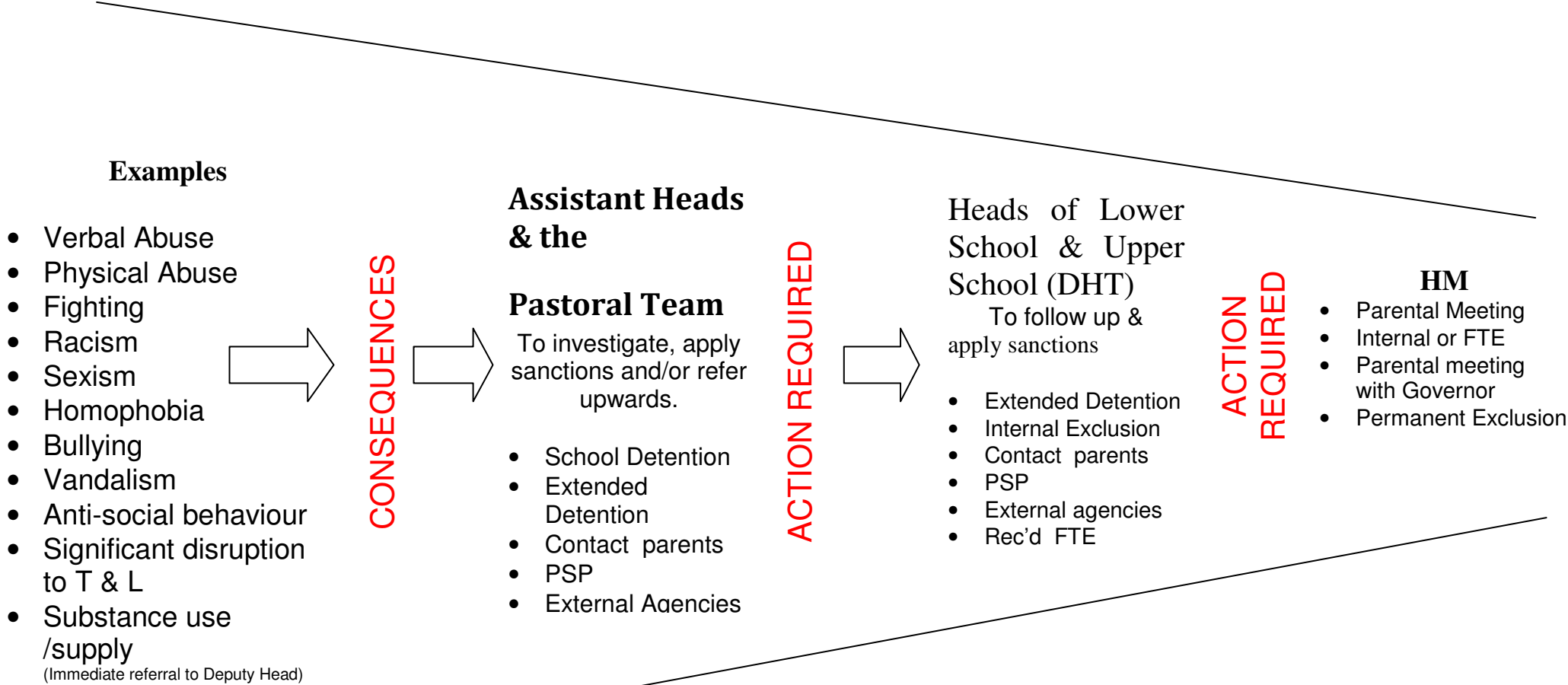
<p>Step 1 Subject Teacher & Form Tutor</p> <p>Monitors student behaviour and applies rewards and sanctions according to School Policy.</p> <p><i>Actions</i></p> <ul style="list-style-type: none"> • Merits (Yr7-8) • Stickers & stamps • Postcards (Yr9-13) • Verbal praise • 5 minute time out • Direct – Re-direct - Choice – Exit • Name on board • Seating Plan • Seating re-arranged • Loss of free time • Note in Planner • Conduct card mark • Contact with parent • Dept Detention 	<p>Step 2 Head of Department & Learning Manager</p> <p>Monitors and coordinates the behaviour and progress for the students in their year group.</p> <p><i>Actions</i> HODs might consider:</p> <ul style="list-style-type: none"> • Dept competitions • Dept Rewards • Study Buddy • Dept/LTD/ASD Detention • Dept Report • Contact with parents <p>Once HODs are involved – LMs should be alerted.</p> <p>LMs might consider:</p> <ul style="list-style-type: none"> • Reward Assemblies • Merit Certificates • Letters home • School & Extended Detention • A2L report • Report Card • Conduct Book • Staff or Peer Mentor • Study Buddy • PSP • Referral to external agencies <p>LMs coordinate intervention if referral in more than 3 departments.</p>	<p>Step 3 Senior Leadership Team</p> <p>Monitors and coordinates the care, support and provision for all students in Lower School and Upper School. In the main this is via day to day interventions and monthly CFC Meetings.</p> <p><i>Actions</i></p> <ul style="list-style-type: none"> • Rewards Assemblies • Congratulations letters/mtgs • Meeting with student • Meeting with parents • PSP • CXK Referral • Referral to External Agencies • LiFT Mtg • FTE (Deputy Head only) • Alternative Curriculum <p>Managed Move</p>	<p>Step 4 Headmaster</p> <p>Has responsibility for the welfare and progress of all students in Years 7-13.</p> <p><i>Actions</i></p> <ul style="list-style-type: none"> • Meeting with student • Meeting with parents • Formal Warning • Written Warning • Final Warning • FTE • Calling Governors' Discipline Meeting <p>Perm. Exclusion</p>	<p>Step 5 Governors</p> <p>Have oversight of the pastoral and academic wellbeing of all students and ensure that statutory procedures are adhered to.</p> <p><i>Actions</i></p> <ul style="list-style-type: none"> • Attend and advise on Governors' Discipline Meetings • Attend and Advise on Exclusion Panels • Monitor processes via GB Meetings and Reports to Governors <p>Meet students at Governors'</p>
<p>NB: This table is not intended to be used as a sequential checklist of rewards and sanctions; neither is it to be read as an exhaustive list.</p>				
<p>NB: Teachers should check the 'quick note' box on SIMS before contacting home. Contact the LM, if parental contact has been restricted.</p>				

Appendix 2

Conduct Card Flow Chart



Maidstone Grammar School
Significant Behaviours in the School Community
Appendix 3



NB: This table is not intended to be used as a sequential checklist of rewards and sanctions; neither is it to be read as an exhaustive list.

**Maidstone Grammar School
Expected Student Behaviour
Appendix 4**

Classroom Behaviour:

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- We will not eat on the field. We will only eat in the designated areas and we will place our rubbish in the bins.
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- We will be considerate as to where we place our bags so that they are not in anyone else's way.
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