



## Bexley Grammar School

### Behaviour Policy

*Please note: numbers in brackets after headings, eg. Pastoral Care (p.4-9), refer to relevant sections of the School Handbook available on the staff shared area of the school network.*

#### 1. Principles:

The School aims to create a community where everyone feels valued, is safe, can learn and wants to contribute to the well-being of the school community. These high expectations will not be realised automatically. Pupils will need positive encouragement to develop the insight and skills needed to operate in a mutually supportive community. Encouragement means:

- All adults modelling good behaviour
- Making sure pupils are told exactly how you want them to behave in different circumstances
- Praising and rewarding good behaviour (not just reprimanding bad behaviour)
- Tackling inappropriate behaviour (don't ignore it)
- Accepting pupils and staff will make mistakes at times
- Getting pupils to reflect on the important values behind the expected behaviour when there is a serious breach of discipline
- Supporting pupils who are having difficulties beyond their control
- School leaders are visible and consistently support staff in managing behaviour by following the behaviour policy

#### 2. Modelling:

- Research shows that children model the behaviour of significant adults – parents and teachers. Thus, the way that the adult acts in the classroom or around the school will have a profound effect upon the behaviour of the child.
- Modelling is an important part in building relationships with the pupils. The teacher will not be the “mate” of the pupil but it is proven that teachers who build good relationships with their pupils experience less misbehaviour in their lessons.
- Teachers should model correct behaviour, rewarding good behaviour and punishing bad behaviour. The aim is to get the pupil to “follow” the behaviour of the teacher.
- The teacher should be aware of their teaching style. It should not be “confrontational” (demanding, threatening or aggressive) as this is likely to make the child misbehave. It

should not be “indecisive” (where the teacher allows the child to dictate the behaviour of the classroom). Rather it should be “decisive” where the child is expected to behave in a way that allows the teacher to teach and the other pupils to learn. Regular classroom observation and sensitive feedback will aid in supporting the staff in this decisive approach.

- Teachers can employ repartee, and humour, in relationship building with pupils but should avoid sarcasm which breaks down relationships.
- Learn pupils’ names and treat them as individuals.
- Pupils should have the right of reply – at a suitable time in the lesson – usually at its end and in private conversation with the teacher.
- Teachers will be aware of the good use of tone of voice and body language in disciplining pupils. A calm authoritative tone without hesitance or stress shows the teacher is in control. Extreme anger and raising volume should be used sparingly otherwise it can be interpreted as either a lack of control or a fear tactic.

### **3. Pastoral Care (p.4-9):**

- Good pastoral care will encourage good behaviour amongst pupils. If a pupil feels secure and valued by significant staff (e.g. Form Tutor and Director of Studies) they are more likely to behave well. If a pupil is aware of these adults taking an interest in their progress they are less likely to misbehave knowing that any such behaviour will be “picked up” and dealt with immediately.
- Much misbehaviour occurs because of problems outside of the school environment – family or other societal difficulties. If the pupil can be supported through these they will be less likely to misbehave in school.
- The PSHE programme is designed to help pupils reflect on the values and practices of living in a mutually supportive community.
- See also: “Safeguarding and Child Protection Policy”, “Drugs Policy”, “Sex Education Policy” and “Anti-Bullying Policy”.

### **4. Setting Standards:**

- The overall standards of behaviour expected from pupils are outlined in the School’s Code of Conduct. This is communicated to pupils and parents through the brochure for new pupils, the Student Planner and the school website. It is supported by the School Regulations also written in the Student Planner. Pupils, parents and the school then sign the Home-School Agreement to show their commitment to the Code of Conduct and School Rules. Copies of these documents are available via the main School Office.
- In January 2019 the Senior Management Team consulted staff and Sixth Form Prefects to agree some fundamental classroom rules, which we termed the ‘6 Classroom Non-Negotiables’ (below). These provide the core expectations for all of our lessons:
  - Be on time and ready to work  
Students should be on time and ready to work when they arrive at their classroom.
  - Be respectful  
Low level disruption and chatter disrupts learning and the learning of others.
  - Be smart, equipped and ready

Students should be in correct uniform and have the correct equipment for all lessons.

- Be switched on

Mobiles should be switched off and out of sight.

- Be an active listener

Students should actively listen while the teacher or a student is addressing the class.

- Keep hydrated

Students should only have bottled water in class - no fizzy, flavoured or energy drinks.

- Research shows that good classroom management is as much dependent on the appropriateness of the learning activities as it is on the behaviour management strategies of the teacher. If pupils engage in learning activities with the appropriate level of challenge and support then they are much less likely to misbehave. Similarly, the teacher's enthusiasm for the pupils' learning will have a significant impact on pupils' attitudes.

## 5. **Rewards:**

- Research clearly shows that pupils respond better in the long term to praise and encouragement rather than punishment. We know from our own lives that it makes a difference when someone says thank you even for a job we are expected to do. The principle is to aim for positive praise to outnumber negative comments in a ratio of at least 3 to 1.
- Verbal praise (saying "well done") is often the simplest and most prized reward that a pupil can receive. Be sensitive – younger pupils love public praise but older pupils may not wish to be praised in front of their peers.
- Written praise is even more powerful as it fuels the pupil's need to have their parents know that they have done well. Written praise can take the form of: a note in the Student Planner; a written comment on a piece of work; a "smiley face" stamp or sticker; a letter home; a postcard home; a certificate of achievement; a Commendation Point on SIMS, a SIMS in-touch communication home.
- The school's Merits and Commendations system covers all areas of school life and should be used to the full.
- The "comment sections" in the Student Planner should be used to communicate positive comments to parents, not just problems with homework and detentions.

## 6. **Prizes:**

The school's annual prize giving day "Speech Day" held in July celebrates the success and hard work of the students through the award of prizes (books selected by the prize winners). Each Form Tutor nominates one pupil to receive the prize for achievement and one pupil to receive the prize for endeavour. There are subject prizes for GCSE and IB and a range of prizes for service to the school through the pastoral system, the House system and the Prefect system as well as special prizes for particular subjects, skills or sports donated by benefactors.

## 7. **Assertive Discipline:**

When a pupil misbehaves the aim is to get the pupil back to good behaviour as soon as possible. The key elements to making this process as quick and effective as possible are:

- Deal with the incident at the lowest appropriate level in the hierarchy of Sanctions (see below). If problems are escalated up the system too quickly it can leave little room for manoeuvre next time and can seem unfair to the rest of the community.
- React to the misdemeanour not the pupil. Take past history into account, but don't unfairly punish or react to the pupil just because he/she has caused problems before.
- Use punishments appropriately to get the message across that this misbehaviour is unacceptable, but don't expect the punishment alone to correct the behaviour. Explain what behaviour you expect.
- Give the pupil a chance to explain his/her actions. Don't let the pupil argue with you in front of others. Unless the pupil comes to terms with why his/her actions are wrong he/she is unlikely to change his/her behaviour to your expectations in the longer term.
- Sometimes we make mistakes; apologising to a pupil is not a sign of weakness.

## **8. Sanctions:**

- All sanctions should be enforced in close partnership with parents where possible.
- Any sanctions imposed should be on the basis of:
  - consistent application to all pupils
  - a clear hierarchy (e.g. a short detention is given before a long one)
  - "fitting the crime" – i.e. staff should impose litter duty for throwing litter down; desk cleaning for graffiti; homework detention for failing to get homework in, etc.
  - getting the child to take responsibility, e.g. the child should be made to ask themselves "what must I do to be allowed back into class?"
  - negotiating targets with the pupil
- It is the responsibility of the Department to deal with misbehaviour in their lessons. If this misbehaviour, however, involves violence or aggression then the case should be referred to Senior Management.
- It is expected that, in the first instance, and at the most basic of levels, the subject teacher or Form Tutor should talk to the pupil firmly, fairly and decisively (avoiding, if possible, shouting) if the pupil is misbehaving.
- Shouting at pupils is bad modelling of behaviour; shouting should be reserved to alerting students to emergencies.

See the **Sanctions Clarification** section at the end of this policy for details of Sanctions.

## **9. Parents/Carers as Partners:**

The school is committed to the principle that working in close liaison with parents/carers of the children is most effective in supporting the good behaviour of pupils within the school. The school recognises the legal rights that parents have in the management of the behaviour of their children in the school.

Parents/carers may be invited to the school at any time by teachers, Form Tutors, Heads of

Department, Directors of Studies or a member of Senior Management to discuss the behavioural progress of their child. Parents will be invited to play an active part in the support of their child through Reports and contracts.

Parents/carers have the right to contact the school for an appointment to discuss the behavioural progress of their child. The school will liaise with parents/carers closely over the work of any outside agency working with their child.

#### 10. **Guidance for Staff:**

Staff should follow the chains of responsibility and lines of referral outlined in the **Sanctions Clarification** (below, and p.10-11 of the Staff Handbook) making use of the Incident Form as appropriate.

Please refer to the Staff Handbook for further guidance on issues of behaviour and the school systems to promote good behaviour.

#### 11. **Support Systems:**

To help pupils with issues that affect their behaviour there are a number of support systems available in addition to the school's pastoral system.

- I. Students are encouraged to use the email address, [support@bexleygs.co.uk](mailto:support@bexleygs.co.uk), to alert a member of staff to a problem and seek advice on how to deal with it.
- II. Peer mentoring – Selected Sixth Form students have been trained to offer support to younger pupils through the Peer Mentor scheme. Details of the service are in the Student Planner and on posters around the school.
- III. The School Counsellors provide an invaluable service in supporting students with a range of difficulties and needs. This service is accessed by referral and the Counsellors may need to offer the service on the basis of meeting threshold.
- IV. The school health care worker is available each week for pupils to seek advice on health related issues.
- V. Mentoring scheme – all staff who are not Form Tutors are allocated as mentors to year teams and pupils who are seriously underachieving academically or in need of additional pastoral support. This aims to provide an intensive programme of support over a limited period to get pupils back on track rather than an ongoing process.
- VI. The School's IAG service works in conjunction with external partners to offer careers related advice mainly to upper and school students. Connexions Prospects are also available at Parents' Evenings to talk to parents and are involved at SEND transition review meetings with statemented pupils. Directors of Studies can refer pupils for careers advice as well as pupils/parents requesting help.
- VII. Connexions Personal Advisers are available to help pupils from Year 9 upwards who need

to access help from agencies outside of school. Pupils can self refer or Directors of Studies can refer a small number of pupils who have very difficult home circumstances.

- VIII. Homework Club is run and staffed in the Library after school to help pupils who struggle to get homework completed. Any pupil can attend.
- IX. Breakfast Club runs from 7.45 a.m. to 8.30 a.m. Any pupil can use the Canteen facilities for early breakfast and catching up on work. The Library is available from 8:15am on Mondays, Tuesdays and Thursdays for quiet study.
- X. Bexley Behavioural Support Services – pupils can be referred via the EIT meetings by the SENCO for individual or group support to address specific behaviour management problems.
- XI. Educational Psychologist – the SENCO in liaison with the Heads of Year and with parental agreement can refer pupils for assessment by the Educational Psychologist.
- XII. Attendance Office – the Attendance Office monitors pupil attendance each week. Pupils who are having problems with punctuality/attendance or are truanting will be referred to the DoS / SMT by the Attendance Office. The Attendance Officers can visit the pupil's home to encourage attendance, provide support or in extreme cases, recommend the prosecution of the parent.
- XIII. Child and Adolescent Mental Health Service (CAMHS). The SENCO or Directors of Study can advise parents to ask their G.P. for a referral or refer via the school for pupils who are experiencing Emotional and Behavioural Difficulties.
- XIV. Social Services – if any member of staff feels any pupil is at risk of abuse or neglect, the Designated Safeguarding Lead (Deputy Head – Child Protection Officer) should be informed immediately and Social Services will be contacted if appropriate. Any member of staff can contact Bexley Children's Services if they are sufficiently worried.
- XV. Pupil Referral Unit – pupils who are permanently excluded from school will be referred to the PRU while another secondary school place is sought. Pupils who are in danger of permanent exclusion can be referred to the PRU for a short term placement to help break the cycle of poor behaviour and get access to more intense help to resolve behavioural problems.

## 12. **Special Educational Needs:**

Some of the pupils on the SEND register will be experiencing behavioural difficulties. Pupils who have had more than one fixed term exclusion are likely to be on a PSP (Pastoral Support Programme). The pupil's individual plan will outline the strategies for supporting the pupil's development. Every teacher who teaches a pupil with a PSP should be familiar with their plan then plan the pupil's learning accordingly. The class context sheet should have evidence of the strategies being used to support the pupil.

**13. Bullying:**

Bullying is not tolerated and the school environment is safe and respectful. Incidents of or accusations of bullying, aggression and discrimination must be promptly and effectively investigated and dealt with in accordance with the school's Anti-Bullying Policy.

**14. Outside of Lessons:**

The Code of Conduct and School Rules apply as much outside lessons as in, including travelling to and from school, on school trips, participating in school clubs and events and when dealing with any member of staff or adults connected with the school.

Staff on duty before school, at break time, lunchtime and after school should refer to specific details in the Staff Handbook.

Encouraging pupils to get involved in extracurricular activities through the House system, clubs, sports teams, school productions, trips, charities and events is a key element in creating a positive behaviour ethos and in developing pupils' interpersonal skills.

When organising school trips and journeys, staff need to plan out how they are going to deal with any behavioural problems.

**15. Staff Training:**

Induction into the School Behaviour Policy and practice is part of the Induction Programme for all new staff. The training needs of staff in behaviour management, mentoring and tutoring will be regularly reviewed and appropriate training organised.

**16. Monitoring and Evaluation:**

Records of individual incidents of pupil behaviour problems that have necessitated an input from at least Director of Studies level should be kept in the pupil's file.

Behaviour problems are monitored and evaluated by the Deputy Heads to identify patterns and trends and to check for any discrimination in accordance with the school's Equal Opportunities Policy.

The google behaviour log is monitored by SMT to check for any trends in behaviour and to consider an appropriate response.

**17. Sanctions Clarification:**

**General**

All aspects of behaviour management begin in the classroom and teachers should adopt a firm approach to managing student behaviour, particularly in regard to defiance. Instructions should be given in a clear and respectful way and adhered to by students - if they are not this needs to be

dealt with appropriately. Detentions and an email or note in the planner to alert parents and Tutor is usually sufficient at this stage. This is also the case for missed homeworks, lateness to lessons, etc. For instances of low level poor behaviour etc. in the corridors / Canteen etc. these should again be addressed by all members of staff and appropriate action taken (depending upon the time and place of the incident alert the Director of Study or Duty AHT for that day).

### **Escalation**

Failure to attend a set detention or more extreme instances of poor behaviour should be escalated to the Head of Department in the first instance and logged on SIMS by the staff member through the Behaviour Management module.

For instances of poor behaviour and / or rudeness etc. in the corridors / Canteen etc. these should be dealt with appropriately at the time, escalated to the Director of Study and logged on SIMS.

If unsure whether an incident should be 'referred up' before deciding upon a sanction, it is best to do so in order to ensure consistency across year groups.

### **Racist, Homophobic, Biphobic, Transphobic, Sexual Harassment, Disability Bullying or Bullying Incidents**

It is important that any such behaviours are tackled immediately and by all staff. Any incidents should be addressed and escalated to the Director of Study or SMT. The incident should then be logged using a [Google Form](#) by the individual member of staff. The pastoral team and SMT will have access to the spreadsheet log and will update as required. Sanctions will consider punishment, education and restorative justice.

### **Detentions**

For all detentions lasting more than 20 minutes the parents should be informed the day before.

#### **Head of Department Detentions**

These are run differently by different departments but tend to be as a result of a referral by a class teacher for one of the following:

- Persistent poor behaviour in class
- Consistently failing to complete homework
- Failure to respond to the disciplinary measures put in place by the class teacher

In all cases it is expected that they are logged on SIMS and accompanied by a call to parents.

#### **Director of Study Detentions**

These are used at the discretion of the Director of Study and Senior Academic Mentor. However the most common reasons for issuing these are:

- Following liaison between a HoD and DoS over departmental issues
- Low level behavioural issues

These are recorded on SIMS and DoS should ensure parents are aware by receiving a signed slip to confirm. If this is not returned a phone call home should be made to ensure that the student has informed the parents.

#### **Uniform Detention**

Any member of staff can place a student in Uniform Detention. Usually this would occur after a verbal warning has been issued or a note has been placed in the planner so that the Tutor can

monitor however flagrant disregard for the uniform expectations (trainers, obvious makeup and jewellery) can lead to immediate sanctions. Blue slips can be issued after informing students of the sanction by completing and leaving in the Tutor's tray.

### **Late Detention**

These are issued at the discretion of the Pastoral Teams and take place on Wednesday mornings at 7:30am. Ordinarily these are issued for:

- Persistent lateness to school
- Persistent lateness to lessons

### **School Detentions**

These are the strongest school sanction before isolation or exclusion and are given out by DoS or SMT for serious misdemeanours. Examples of behaviour that warrants a School Detention include:

- Defiant behaviour towards a member of staff
- Rudeness towards a member of staff
- Petty theft
- Aggressive behaviour
- Failure to attend Director of Study detention or Uniform detention

### **Isolation (Internal Supervision)**

Isolation, or internal supervision, is only to be used after discussion between DoS and SMT. Students complete their usual classwork under the supervision of a member of staff, whilst being afforded the opportunity to reflect on their actions. In some cases, isolation might be required to keep a student safe, to allow a student time to calm down, or while an investigation is carried out. Isolation is usually for up to one day; there should be very specific reasons for use of isolation for longer periods that should outweigh the reasons for being reintegrated into lessons.

Examples of behaviours that warrant a period of isolation are: more serious instances of those which warrant a school detention; or instances where an exclusion is recommended to the Headteacher but where there are mitigating circumstances.

### **Exclusions (suspension or permanent exclusion)**

Exclusion is used at the Head's discretion. The period of exclusion will vary depending upon the severity of the offence, the context of the situation and the evidence presented by the DH, AHT, or DoS that has dealt with the issue. Exclusions, like all other sanctions, can be given for breaches of the Code of Conduct and School Rules when the student is not in school.

Reasons to recommend a fixed term exclusion (suspension) to the Headteacher may include (but are not limited to):

- Violent behaviour;
- Serious theft;
- Extreme or repeated defiance;
- Racist incidents;
- Homophobic/biphobic/transphobic behaviour;
- Inappropriate behaviour including sexual harassment;
- Bullying (including cyberbullying);
- Disability bullying;

- Persistent disruptive behaviour;
- Causing damage or intent to cause damage to school property, including cybercrime;

Permanent exclusion may be considered for persistent breaches of school rules and for single, serious offences. These may include (but are not limited to):

- Serious actual or threatened violence;
- Substance abuse including possessing, using, or supplying an illegal drug;
- Possessing and/or using, or threatening to use, an offensive weapon;
- Sexual assault or sexual harassment;
- Extreme or sustained discriminatory behaviour;
- Causing damage or intent to cause damage using flammable material (e.g. matches, lighters, fireworks);
- Extreme or persistent behaviours which put other students at risk of harm.

The headteacher may cancel an exclusion that has not been reviewed by the governing board. It is expected that this may occur where, following investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially. Where this occurs, parents and governors are notified, as are social workers/virtual school heads if relevant. Cancelled suspensions and/or exclusions are reported to governors on a termly basis. When a pupil is suspended or excluded, parents are notified without delay. This notification extends to social workers as applicable for looked-after children and children with a social worker. When a pupil is suspended or excluded, the local authority is notified. Governors monitor sanctions data to ensure exclusion is used only as a last resort.

### School closures

In the event of a school closure, there is a greater emphasis on students behaving sensibly online, where learning may take place virtually in the event of a form / teaching group / year group / whole school closure. The temporary arrangements include a range of actions to be taken regarding poor behaviour, lack of engagement and poor attendance to lessons. Please see the guidance document here [Virtual Learning Monitoring](#).

In order to help clarify expectations for parents / carers and students we have also shared this guidance [Student Participation Agreement and Parent Carer Support Document](#)

Whilst we fully expect our students to respect these arrangements, and keep our online school community safe and productive, any pupil who commits a serious and / or persistent breach(es) of the guidelines may be sanctioned by the Headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including, in extreme cases, permanent exclusion.

Review Period	Last Reviewed	Review Date	Person / Committee	Signed	Comments
Annual	January 2024	January 2025	SMA / Staffing	✓	