



LEWES OLD GRAMMAR SCHOOL

Behaviour Management Policy

BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

Lewes Old Grammar School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

Lewes Old Grammar School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

At Lewes Old Grammar School we promote and reward achievements and good behaviour by recording these on the School's Information Management System (SIMS).

Junior School

General Management

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- All pupils have the right to come to school without the fear of being bullied.
- Guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. (These rules prepare pupils for their eventual position in a place of work where procedures have to be followed.)
- Details of pupils with special educational needs are contained in Pupil Profile Folders. This enables teachers to identify quickly and resolve any problem areas.
- Each agenda for Staff meetings has a regular slot for staff to share problems that they have with specific pupils, information about the pupils and strategies for dealing with the specific problem/individual.

Responsibilities of the Class Teacher

The class teacher has prime responsibility for pastoral care. This includes:

- Maintaining classroom discipline.
- Giving rewards and sanctions as appropriate.
- Monitoring children who are behaving out of character.
- Looking for signs of distress and upset.
- By talking and listening to children, any suspected child abuse / bullying should be reported to the Designated Safeguarding Lead and Head Teacher for further investigation.

- To record the issuing of Red, Yellow and White Cards

Responsibilities of the Head Teacher

- To oversee the implementation of the school's discipline policy.
- To monitor the issuing of yellow / red cards.
- To discuss the behaviour of individual children with parents.
- To talk to and reward children sent to the Head Teacher for effort / good work.
- To discuss children and their behaviour with the Class Teacher.
- To reprimand children sent to the Head Teacher for misbehaviour / attitudes falling below the standards expected of Lewes Old Grammar School.

Rewards and Sanctions

Rewards are a very powerful tool for teachers to use. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

Verbal praise, written remarks about good work, stickers, sending children to a nearest teacher or the Head Teacher for praise.

- House points should be clearly shown for work in books and given to children in recognition of outstanding work or behaviour.
- Burgundy, Silver and Gold Pencils awarded for achieving individual targets
- White cards/commendations are given in recognition of outstanding behaviour, caring for others and participation in extra-curricular events.
- Commendations for achievement/improvement in class work are announced in a school assembly.
- Cups and certificates will be presented at School Presentation Day for achievement in areas both academic and non-academic.
- Reports which are also seen as a vehicle for constructive criticism and praise.

If a child is performing or behaving badly, e.g. bullying or disrupting the education of his/her peers, then the following steps will be taken:

The child will be warned officially by the class teacher to stop offending and a suitable punishment/strategy will be employed, e.g.

- Discussing the matter over with the child.
- Talking to parents.
- Moving the pupil to another seat to facilitate learning/good behaviour.
- Withdrawing any pupil from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of the pupils.
- Remove the child from the classroom for a short period of time. (Supervised).

- Denial of playtime.
- Work unfinished/'avoided' to be completed at break times under direct supervision or sent home to be completed.
- Yellow / red cards will be issued.

Target Setting at Morley House

Good practice confirms that teachers should produce interim targets for children's learning and share these targets openly with the children in a variety of ways that are most meaningful for them. The judicious use of targets for individual pupils and classes helps focus energy and resources on raising standards in critical areas of school life.

The School has designed 3 pencils, inscribed with the School's crest and name as a reward system for each pupil achieving their individual targets. On meeting their first set of targets pupils will be awarded a burgundy pencil and issued with new more challenging targets in both Maths and Literacy. If the second targets are achieved a silver pencil is awarded and the same process would then lead to new targets and if these are met a gold pencil will be awarded, presented by the Assistant Headteacher for Curriculum.

White, Yellow and Red Card System

White Cards:

White cards are issued by teachers and support staff as positive recognition of thoughtfulness towards others, good manners and initiative. They can be given in school, on the playground, on the sports field or during school trips. Pupils receiving a white card will be presented with a certificate in assembly and the reason for the reward will be read out.

Yellow Cards:

Yellow cards are issued for non-compliance with the school rules or failing to follow specific instructions or reminders from a member of staff. The intention is that the yellow card will serve as a deterrent for future misdemeanour. 3 Housepoints will be deducted from the pupil's running total.

Red Cards:

Red cards are issued after 3 yellow cards are received within the duration of a term. They can also be issued for incidences of extremely poor behaviour which are deemed dangerous or considerably more serious than those addressed by a yellow card. Pupils receiving a red card will be spoken to by the Headmaster and appropriate action to address the behaviour will be decided upon.

Monitoring Behaviour:

A record of all cards, along with a reason for their issue, will be kept on the School's Information Management System.

Behaviour during all break times is monitored by duty-staff on the playground or teaching and support staff within the school building. Class teachers and support staff are responsible for addressing the behaviour of their students both in the classroom and around the school throughout teaching sessions. During after school clubs, it is the responsibility of the organising teacher to address behaviour appropriately.

Senior School

The pupils are rewarded with house points for good work. If they achieve 50 house points they are given a bronze certificate, 100 house points a Silver certificate, 150 a Gold certificate, 200 House points a Platinum certificate and for 250 points they will be given the Headmaster's award. Together with house points our pupils can also be given commendations or distinctions for outstanding pieces of work. All these positive points will be recorded on our behaviour management system and will be taken into account when they apply to take part in trips such as Holland and South Africa. Pupils can also collect positive points if they represent the School in sport fixtures, sing in the choir, or are in the School orchestra.

All house point certificates, commendations and distinctions are presented to the recipients weekly during the school assembly. Postcards are also sent home to let parents know of their son/daughter's achievements.

The Table of Rewards for Junior School

Academic Distinction (written work)	2
Academic Commendation (written work)	1
Academic Achievement (based on tests / exams)	1
Academic Commitment (comes from effort grades)	1
50 housepoints	2
100 housepoints	2
150 housepoints	2
200 housepoints	2
250 housepoints – Headmaster's Award	3
Service to the School (visual and performing arts)	2
Regular attendance to choir, school orchestra, clubs (at least for half a term)	1
School representation (in any discipline)	1
County representation (in any discipline)	2
National representation (in any discipline)	3

Within our Nursery/Early Years Foundation Department (EYFS), our designated staff member responsible for behaviour management is Mrs Sue Giles.

The Table of Rewards for Senior School

Academic Distinction (written work)	2
Academic Commendation (written work)	1
Academic Achievement (based on tests / exams)	1
Academic Commitment (comes from effort grades)	1
50 housepoints	2
100 housepoints	2
150 housepoints	2
200 housepoints	2
250 housepoints – Headmaster's Award	3
Service to the School (visual and performing arts)	2
Regular attendance to choir, school orchestra, clubs (at least for half a term)	1
School representation (in any discipline)	1
County representation (in any discipline)	2
National representation (in any discipline)	3

CODE OF CONDUCT

Lewes Old Grammar School community of Trustees, staff, parents and pupils adhere to an established routine and code of conduct.

Pupils are expected to be respectful and polite to all members of staff at all times, staff being all adults who work in the school.

- Between buildings and in corridors pupils should walk in single file and consideration given to the public; there should be no pushing in queues.
- Doors should be held open for others and priority given to staff, parents and other visitors to the school.
- Whenever a member of staff or visitor enters a room, pupils should stand up.
- If a room is occupied or locked, pupils should line up quietly outside and not block the corridor.
- There should be no eating during lessons, in corridors or in public.
- All food must be consumed in the dining rooms.
- In Morley House, break time snacks can be eaten in the classrooms
- The one-way systems must be used.

Lewes Old Grammar School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at Lewes Old Grammar School, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-Bullying Policy is on our website. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, homophobia, special educational needs, disability or learning difficulty, or the fact that a child is adopted or is a carer.

Lewes Old Grammar School takes its duties under the Equality Act 2010 seriously and makes the following/appropriate reasonable adjustments for pupils with special educational needs and/or disabilities.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Sanctions will be given for poor work, unacceptable behaviour or any contravention of the School Rules or Code of Conduct. It is the policy of LOGS that admonishments should be done, whenever possible, in a positive manner:

“This is what you should do....” rather than “you must not do...”.

All sanctions are recorded on our behavioural management system and points are given. Once the number of points has become a cause for concern, typically 5 points or more an email will be sent home to inform parent. The pupil will be seen by their Class Teacher/Form Tutor and/or Head of Year to let them know. If a pupil accumulates more points, further action is taken. The Head Teacher of Morley House reserves the right to issue any sanction that is deemed appropriate. For Year 7, 8 and 9, they will miss their afternoon of extra-curricular activities in the first instance and then after that an after school detention. For all other pupils in Year 10 and 11, they will be given an after school detention in the first instance. All after school detentions in the Senior School will take place on a Thursday from 4.15 pm to 5.15 pm.

The next stage of the sanctions in the Senior School may be to place the pupil on report. After a week on report a meeting is arranged with the parents to discuss the report and the future of the pupil's place in the school.

Lewes Old Grammar School reserves the right to take disciplinary action against pupils who are found to have made a serious breach of the Code of Conduct including to have made malicious accusations, whether against other pupils, staff or other individuals, which might include suspension or exclusion.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Lewes Old Grammar School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded. The school has a number of support systems in place to meet the needs of all pupils. These include pastoral structure within the school, the school counsellor and noticeboard where pupils may be able to seek further advice.

In the event of any behaviour management issue the school will liaise closely with parents and, if relevant, other support agencies.

Unexplained Absences

We will always telephone parents in the unusual event of no contact from home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is usually the Trustees' policy not to allow holiday to be taken during term unless in exceptional circumstances.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

We work closely with all pupils as they transition through the school, from the day they start at the school to the day they leave.

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out below.

It is essential that all members of the school community respect the feelings, needs and property of others. They should endeavour to act with courtesy and consideration at all times.

- Pupils must arrive at school and for lessons punctually wearing correct uniform and with correct equipment. They must sign in (and out) at the School Office, if outside registration time.

- All staff and duty prefects must be obeyed.
- Bullying is not tolerated.
- Dangerous or threatening items are strictly forbidden.
- Consumption of alcohol and other illegal substances, smoking/vaping and chewing gum are strictly forbidden.
- Offensive language should never be used. No pupil should speak rudely to anyone, including other pupils.
- Homework must be completed by the due date. In appropriate circumstances a note may be sent by parents explaining why it was not possible to complete homework.
- Pupils in the Senior School (other than members of the Sixth Form and Year 11 at lunch time) must not leave the school premises to go to the shops unless they have the permission of the relevant Head of Year and have signed out.
- In the Junior School All mobile phones or electronic devices brought into school must be handed in to the Class Teacher on arrival and collected at the end of the school day.
- In the Senior School, I-pods, MP3 players and mobile phones can only be used at break and lunch times.
- Correction Fluid must not be used.
- In Years 7 – 10 we implement a "NOT SEEN NOT HEARD" policy, restricting the use of mobile phones and other smart devices as soon as the child arrives including break and lunch time without the express permission of a member of staff. If a student contravenes these instructions, the phone will be confiscated and an immediate 20 minute detention will be administered that lunchtime. The phone can be collected at the end of the day, if the detention has been served.

Pupils from Year 3 and above and their parents are required to sign a joint contract confirming their responsibilities on joining Lewes Old Grammar School: an example of which is appended.

Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the School Rules are set out above and on the school's website and in the Parent Handbook and may change from time to time. Parents and Guardians agree, when signing the Parent Contract that their child will comply with the School Rules and undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The school reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal

injury to, or damage to property. A search may also be undertaken for any item banned by School Rules which has been identified in the rules as an item which may be searched for.

The Headmaster or staff authorised by them may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member as witness. The school may carry out a search of a pupil of the opposite sex to the staff member conducting the search and without a witness present but only where the school "reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff" ('Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', DfE February 2014).

The School Rules set out the school's policy on drugs and drugs testing.

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our school. Sanctions used are:

- Detention before or after school;
- Detention at Lunchtime for curriculum sanctions;
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- Assistance with domestic tasks, such as collecting litter;
- Withdrawal from a lesson, school trip or team event; or extra-curricular activities
- Suspension for a specified period, removal or exclusion.

SERIOUS MISBEHAVIOUR

Matters of serious misbehaviour are to be passed on from the Head of Year to the Assistant Head for Standards. In unusual circumstances, matters could be passed to other members of the Senior Leadership Team to deal with. The school's policy on Discipline and Exclusions is on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headmaster can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist or sexist abuse;

- Sexual misconduct;
- Damage to property;
- Persistent disruptive behaviour; or
- Parental behaviour.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

Lewes Old Grammar School has a confidential central register of all sanctions imposed for serious misbehaviour is held on the School's information Management System. The entries on this register include the nature and date of the offence and the sanction imposed.

It is the responsibility of the classroom teacher to supervise the curriculum detentions at lunchtime. They will then inform the relevant Head of Year or Head of Department via email and/or SIMS.

Junior School Sanctions

Truancy	5
Drug (taking, using in school situations)	5
Smoking (in school situations)	5
Alcohol consumption	5
Bullying including cyber bullying	5
Theft	5
Verbal abuse towards a member of staff	5
Physical aggression	3
Unauthorised use of IT	3
Disruptive behaviour	2
Dangerous behaviour	2
Swearing	1
Missed detention	1
Chewing gum / eating in non-designated areas	1
Unintentional physical harm	1
Failure to bring correct equipment to class	1
Late to lessons	1
Persistent late to registration (after 9.15)	1
Low level disruption	1
Uniform incorrectly worn	1
Teasing	1
Rudeness	1
Use of mobile phone in class*	1
Poor quality homework	1

Frequent late homework	1
Prohibited jewellery worn	1
Excessive make-up	1

Senior School Sanctions

Truancy	5
Drug (taking, using in school situations)	5
Smoking (in school situations)	5
Alcohol consumption	5
Bullying including cyber bullying	5
Theft	5
Verbal abuse towards a member of staff	5
Physical aggression	3
Unauthorised use of IT	3
Disruptive behaviour	2
Dangerous behaviour	2
Swearing	1
Missed detention	1
Chewing gum / eating in non-designated areas	1
Unintentional physical harm	1
Failure to bring correct equipment to class	1
Late to lessons	1
Persistent late to registration (after 9.15)	1
Low level disruption	1
Uniform incorrectly worn	1
Teasing	1
Rudeness	1
Use of mobile phone in class	1
Poor quality homework	1
Frequent late homework	1
Prohibited jewellery worn	1
Excessive make-up	1

Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*

- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the Headmaster has authorised to have control or charge of pupils"*

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the Headmaster immediately after he/she has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol/regime for managing their child's behaviour. Parents of children who are in the school's Nursery/EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.

TEACHING AND LEARNING

Lewes Old Grammar School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedures (which apply equally to the Foundation Stage Department) *and have*

been drafted to meet the specific requirements for EYFS pupils as described in the following paragraph are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. *For EYFS:* We maintain records of complaints for at least ten years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Foundation Stage, because it is part of an Independent School, parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted.

More details can be found on Ofsted's website here:

<http://www.ofsted.gov.uk/resources/information-for-parents-about-ofsteds-role-regulating-childcare>

RESPONSIBILITIES

Pupil Commitment

I will do my best to:

- Participate fully in all aspects of school life
- Treat all members of the school community with tolerance and respect
- Behave according to the school's Code of Conduct
- Follow the School Rules
- Attend school regularly, on time and with correct uniform and equipment
- Complete all work set, including homework, to the best of my ability
- Take notice of the written and verbal comments made about and behaviour, and learn from them
- Treat the school facilities, equipment and the local environment with care and consideration.

Signed _____

dated _____

Parents' Commitment

I will do my best to:

- Support the School's purpose, values and standards
- Encourage respect for the school, its resources and environment
- Ensure that correct uniform is worn and correct equipment is available
- Ensure regular attendance and punctuality and provide a prompt, written explanation for absence
- Support the school's Code of Conduct and the School Rules, and endorse the rewards and sanctions that may be given
- Encourage the completion of homework and provide a suitable working environment
- Encourage completion of all work, and ensure that coursework deadlines are met
- Make full use of the consultation opportunities offered

Signed _____ dated _____

The School Commitment

We will do our best to:

- Provide a broad and balanced education for all
- Encourage a sense of responsibility, integrity and honesty
- Provide every student with the chance to achieve the highest standards possible in their work and behaviour
- Provide regular written reports and consultation opportunities for parents, guardians and pupils
- Inform parents/guardians of concerns regarding their child
- Keep parents/guardians updated about school activities via newsletters
- Set, and mark, homework regularly, according to the homework timetable
- Provide a pleasant and safe working environment

Signed _____ dated _____

Recommended review period: Annual

Review by: Head, Assistant Head Pastoral
Date reviewed: August 2017
Date to be reviewed August 2018