



AYLESBURY  
GRAMMAR SCHOOL  
*Founded 1598*

# BEHAVIOUR POLICY

**CATEGORY A:**

This policy is updated and approved by the Governing Body annually.

This version was approved by the Governors' Community & Development Committee (C&D) in October 2025 pending final approval at the Full Governing Body (FGB) in January 2026.

The next update will be due by January 2027

SIGNED: \_\_\_\_\_

Mr T Batty – Chair of Governors



## BEHAVIOUR POLICY

### 1. Introduction

Our purpose, to which we as a school community dedicate ourselves, is to inspire and support all our students to enable them to flourish throughout their lives. The School has two fundamental values, which are **Respect and Aspire**, and which we expect everybody engaged with the school to live by.

- 1.1. Aylesbury Grammar School (the 'School') is highly regarded in the local and national community and we recognise the importance of good relationships between all members of the School.
- 1.2. High aspiration and achievement combined with mutual respect are fundamental to the aims of the School. There must be commitment on behalf of all stakeholders to uphold the high standards and values that we expect. Good behaviour is implicit in these expectations and is essential in maintaining the orderly environment necessary for effective teaching and learning.
- 1.3. Every student should seek to attain maximum effort and good conduct and we expect all staff to take the same initiative in maintaining these standards, inside and outside the classroom. It is important that students feel recognised for their achievements and the use of praise is encouraged as an effective means of positive behaviour management.
- 1.4. Good planning, positive role modelling, effective teaching and the consistent and fair use of rewards are deemed as an effective way of ensuring that few serious behavioural problems develop. Since behaviour at the School has been acknowledged as 'Outstanding', it is recognised that the majority of behavioural or learning related problems should be tackled without the need for significant sanctions. However, if the need arises the School's policies should be followed as quickly as possible to achieve resolution on the basis that good discipline provides a secure basis for a happy, secure and high achieving school.
- 1.5. The underlying values of the School are:  
Respect - yourself, your peers, school staff, the school environment, and the community;  
Aspire - to achieve your best in your learning, in your relationships and in wider life.
- 1.6. Students understand the expectations and their responsibilities through effective guidance and information. Every student and parent/carer signs the Home School Agreement and related Codes of Conduct. Behaviour expectations are consistently reinforced by form tutors and teaching staff. Expectations are further enhanced through the PSHE programme and assemblies.

### 2. Application

- 2.1. This policy should be read in conjunction with:
  - Guide to Rewards – Appendix 1
  - Guide to Range of Sanctions – Appendix 2
  - Prejudicial incident procedure – Appendix 3
  - Bullying related incident procedure – Appendix 4
  - Rewards and sanctions flow chart - Appendix 5
  - Home School Agreement
  - Anti Bullying Policy
  - Controlled Assessment Policy
  - Online Safety Policy
  - Smoking, Alcohol and the Misuse of Drugs and Substances Policy
  - Pastoral Care Policy
  - Codes of Conduct for off-site events
  - SEND policy
  - Attendance policy

- Safeguarding policy
- Learning and teaching policy
- Investigation procedure

These documents may be accessed on the School's website [www.ags.bucks.sch.uk](http://www.ags.bucks.sch.uk) or can be provided on request to [office@ags.bucks.sch.uk](mailto:office@ags.bucks.sch.uk)

- 2.2. Further guidance and expectations of members of staff and students can be found in the Student Notebook, Parents' Handbook and Staff Handbook.
- 2.3. A breach of any of the guides, policies, agreements, codes, guidance or expectations mentioned above will be regarded as a breach of the School's Behaviour Policy for the purpose of imposing sanctions, including formal exclusion from the School.
- 2.4. This policy applies to students while they are in the School, and also while they are outside of the School and are:
  - Taking part in any activity organised by, or related to, the School
  - Travelling to and from the School
  - Wearing school uniform
  - In some other way identifiable as a student of the School
- 2.5. In addition to the above, students may also be sanctioned for criminal behaviour which happens outside of the School, as well as for non-criminal misbehaviour or bullying which happens outside of the School which:
  - Could have repercussions for the orderly running of the School
  - Poses a threat to another student, a member of staff or a member of the public
  - Could adversely affect the reputation of the School
- 2.6. In applying the School's Behaviour Policy, and other related policies as set out above, the School will have regard to its legal duties under the Equality Act 2010 (including the duty not to discriminate against students with protected characteristics, and the Public Sector Equality Duty), as well as its duties towards children with special educational needs.
- 2.7. In particular, the School will make adjustments to the application of the School's Behaviour Policy, and other related policies as set out above, in relation to individual students, where it is reasonable to do so to avoid a substantial disadvantage the student is under because of their disability or special educational needs.

### **3. Roles, Responsibilities and Expectations**

#### **3.1 The governing body**

The governing body is responsible for reviewing and approving the behaviour policy. The governing body will also monitor the policy's effectiveness, holding the Headmaster to account for its implementation.

#### **3.2 The Headmaster**

The Headmaster is responsible for reviewing and approving this behaviour policy in conjunction with the governing body. The Headmaster will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure the principles are applied consistently.

#### **3.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular student
  - Recording rewards and sanctions on Bromcom
- The Senior Leadership Team, Heads of Departments and Heads of Year will support staff in applying the policy

### 3.4 Parents are expected to:

- Encourage a positive attitude to school and a high standard of behaviour, in accordance with school policy
- Ensure courtesy is shown to staff at all times and to make appointments with staff in advance, unless in the case of immediate safeguarding concerns,
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Ensure their child attends school regularly and punctually, with appropriate clothing and equipment
- Have due regard for the Home-School Agreement, particularly concerning attendance and not taking holidays during term time
- Ensure that the school is notified of any absence via Absence Request Form, telephone or email
- Ensure that suitable facilities are made available at home for their child to complete homework. Also, to monitor homework via Google Classroom
- Ensure their child brings required School resources, including headphones and their Chromebook (with enough charge to last the day)
- Attend consultation meetings, arranged by the school, to monitor student progress, attitude and behaviour

### 3.5 Students are expected to:

- Work to fulfil their potential
- Complete and submit homework and other assignments on time
- Be polite and co-operative at all times
- Dress smartly and in accordance with the school's requirements
- Attend school and lessons punctually and regularly
- Bring a Chromebook (Year 7-11) or device (Year 12-13) and headphones to every lesson, with enough charge to last the day
- Treat all facilities and equipment carefully and with respect
- Move about the school in an orderly and quiet manner
- Treat fellow students with care, dignity and respect
- Not partake in any form of bullying (see Anti-bullying Policy)
- Conduct themselves appropriately both in person and on any social media platforms
- Understand that any sexual behaviour which is against the law (including sharing of nudes and semi nudes), or inappropriate in a formal school setting (including handholding and sitting on laps) is unacceptable. Aylesbury Grammar School is a 'hand off' School.
- Abide by expectations that are laid out in the Home School Agreement, and later in this Policy

## 4. Rewards

- 4.1 We seek to recognise and reward a range of achievement, excellent effort, attitude, appearance, kindness, community, and attendance. A range of rewards are available and staff are actively encouraged to use the rewards consistently and fairly. The rewards are described more fully in the document 'Guide to Rewards' and include:

- Verbal praise
- Merit Marks
- Praise Emails

- Letters/emails home
  - 'Cookie vouchers'; Front of Queue vouchers
  - Public praise in assembly
  - Excellent Learning referral to Headmaster
  - Awards and certificates presented in assembly
  - Privileges and responsibilities (e.g. position of Prefect or Buddy)
  - Honours, colours and prizes awarded at Final Assembly
  - Prizes at Prize Giving
- 4.2 This is not an exhaustive list, and some Departments, Year Groups, Houses or Sections may use their own type of rewards to recognise good work and behaviour.

## 5. Sanctions

- 5.1. The vast majority of students are a credit to the School, their families and themselves, and should receive few significant sanctions. Where sanctions are necessary, staff will ensure that they are proportionate to the misbehaviour involved, and are consistently and fairly applied. Staff will ensure that support is provided where appropriate (see the Pastoral Care Policy).
- 5.2. The sanctions used by the School are described more fully in the document '**Guide to Range of Sanctions**' and include:
- Verbal warning or admonishment
  - Removal of mobile phone
  - Staff Detention
  - Department Detention
  - Community Service Sanction
  - Removal from class by a member of SLT
  - School Detention
  - Lunchtime Isolation
  - Extended Detention
  - Loss of privileges
  - Potential removal from school visits, teams and events
  - Internal Isolation
  - Suspension
  - A Managed Move
  - Permanent Exclusion
- 5.3 This is not an exhaustive list, and other sanctions may be imposed where appropriate.
- 5.4 Other organisations may also take action in relation to certain types of misbehaviour (e.g. the police when the law has been broken, or the examination boards when malpractice occurs). The School's disciplinary procedures under this policy are separate to action taken by other organisations, and students may still be sanctioned by the School even where they are facing action by another organisation.
- 5.5 When investigating misbehaviour, the School works to the civil burden of proof of 'on a balance of probabilities' (i.e. it is more likely than not that a fact or version of events is true). The police work to the criminal standard of proof of 'beyond reasonable doubt' which is a substantially higher standard to meet. The police also have to be satisfied that they have a realistic prospect of conviction and that it is in the public interest to prosecute. This means that, even where the police have decided to take no further action against a student, the School may still find that the student breached its policies and impose an appropriate sanction.

## **6. Physical Intervention/Positive Handling**

- 6.1 The use of physical restraint complies with the Department for Education guidance 'Use of Reasonable Force' 2013.
- 6.2 Staff must only ever use reasonable force as a last resort, for example to prevent a student from committing an offence, injuring themselves or others, or damaging property.
- 6.3 Reasonable force is used to either control or restrain a student. Control generally implies passive physical contact such as blocking a student's path or physical contact, for example leading a student by the arm away from a situation that may escalate. Restraint means to hold back physically or to bring a student under control, such as dealing with students who are fighting and who refuse to separate.
- 6.4 At all times staff should try to avoid causing injury to students and themselves.
- 6.5 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 6.6 Incidents where physical intervention/positive handling has been used will be recorded and signed by a witness and immediately reported to a member of the Senior Leadership Team. The parent/carer will be informed of the incident.

## **7. Searching and Confiscation**

- 7.1 The School follows the guidance from the Department for Education in relation to searching and confiscation (guidance available online)
- 7.2 School staff may search for any item if the student agrees.
- 7.3 The Headmaster and staff authorised by the Headmaster have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- 7.4 The list of items prohibited by the School includes:
  - offensive weapons or replica offensive weapons
  - alcohol
  - illegal drugs and substances
  - material or articles related to illegal substances
  - stolen items
  - laser pens
  - items for onward sale in school
  - tobacco products
  - cigarette products
  - e-cigarettes and related products
  - any stimulants that alter behaviour
  - fireworks and explosive items
  - lighters and items of ignition
  - pornographic images and material or articles of a sexual nature (including on phones/devices)
  - any material or article related to the promotion of activities contrary to the School's values – respect and aspire – for example discrimination, homophobia or extremist views
  - chewing gum
  - any article that the member of staff reasonably suspects has been, has the potential to be used or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student)

- 7.5 School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider to be harmful or detrimental to School discipline.
- 7.6 School staff may examine any data or files on an electronic device where there is good reason to do so.
- 7.7 Where appropriate, parents of the student will be informed that a search has taken place.
- 7.8 A record of the search, grounds for it and outcome will be kept for information purposes.

## **8. Mobile Electronic Devices**

- 8.1 A mobile electronic device is any mobile phone or device (including smart watches, speakers and headphones/earbuds) that is used to communicate and/or store electronic files and data. (Chromebooks are covered separately)
- 8.2 The School operates with responsible mobile electronic use.
- 8.3 The expectation is that from the point that students walk onto school site and until the end of the School day, they will switch off their mobile electronic devices or switch them to silent/flight mode and put them in their blazer, locker or bag.
- 8.4 Students may still have their mobile electronic devices for the journey to and from school when they must be used responsibly and appropriately. Smart Watches should be switched to flight mode once in School.
- 8.5 A member of staff may give a student permission to use the device for school/home learning purposes during a lesson and may also give permission to use the device for emergency purposes.
- 8.6 Sixth Form students may use their devices at any time in the Sixth Form areas (outside area, Common Room, Learning Centre and Group Study Room).
- 8.7 We discourage the use of mobile phones during social periods (break/lunchtime) in Sixth Form social areas.
- 8.8 Sanctions for breaching these mobile electronic device use rules (Chromebooks covered separately)
- Any phone/device seen out, or in use during the school day without permission, will be confiscated and collected at the end of the day from the School Office. Students will be asked to place their phones in an envelope and to write their names on the envelope that will be delivered to the School Office
  - If a phone/device is confiscated a second time (within one half term), parents will be informed and a lunchtime community service sanction will be issued
  - If there is a third occurrence then the student will be issued with a School Detention and the phone will be held for collection by a parent
  - Any further misuses will lead to the Head of Year arranging a meeting with parents to agree a further limit on students' access to their phone/device
- 8.9 Mobile devices are an item that staff may conduct a search to find, if the member of staff reasonably suspects the device is being used for an illegal or harmful act.

## 9. Chromebooks and other devices for learning use

- 9.1 Students in Years 7-11 must bring their Chromebook, and Year 12/13 must bring their laptop/device, with enough charge to last the day. Headphones must also be brought to School/lessons,
- 9.2 Chromebooks may only be used in registration and lessons with the permission of a member of staff, and as directed by a member of staff
- 9.3 Chromebooks may not be used before School, during break, lunchtime or after School unless by permission of a member of staff, with the exception of in the Library after School and in Sixth Form areas (Year 12/13 only)
- 9.4 See Sanctions chart in relation to misuse of Chromebooks during School time

## 10. Suspension and Permanent Exclusion from School

- 10.1 Only the Headmaster has the authority to impose a suspension or permanent exclusion from School.
- 10.2 When imposing any type of suspension or exclusion, the Department for Education's statutory guidance '[Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England](#)' will be followed.
- 10.3 Before a suspension or permanent exclusion is imposed, the student will be given the opportunity to present their case, wherever practical. The Headmaster will consider the interests and circumstances of the student, including the circumstances giving rise to the possibility of a suspension or exclusion and any contributing factors, as well as having regard to the interests of other students and members of staff at the School.
- 10.4 The parents of students who are of compulsory school age are under a legal duty to ensure that their child is not present in a public place (including outside the School's gates) during the first five school days of any exclusion.
- 10.5 During the first five school days of any exclusion, work will be set by the student's teachers for the student to complete at home. This work must be returned to the School for marking.

## 11. Suspension

- 11.1 Suspensions are imposed for a specific number of days (up to a maximum of 45 days in any school year).
- 11.2 From the sixth school day of a suspension, the School will arrange suitable alternative full-time education for the student, which is likely to require the student to attend another educational establishment.

## 12. Directed Off-Site Provision

- 12.1 In certain circumstances, where a student's behaviour is causing concern but a permanent exclusion is not deemed necessary or appropriate at that stage, the Headmaster may direct a student to temporarily attend alternative educational provision off-site. This is a formal process and is not the same as a managed move. It is also not a sanction, but a strategy to support the student and their behaviour.
- 12.2 The purpose of directing a student to off-site provision is to:
  - Address the student's behavioural issues in a different environment.



- Provide targeted support and interventions that may not be available within the mainstream school setting.
  - Allow the student to continue their education while the school works with them and their family to improve their behaviour and facilitate a successful return to Aylesbury Grammar School.
  - Safeguard the well-being of the student and/or other members of the school community.
- 12.3 The decision to direct a student to off-site provision will be made by the Headmaster, in collaboration with the Governing Body, taking into account:
- The severity and persistence of the student's behavioural issues.
  - The potential impact of the student's behaviour on their own education and the education of others.
  - The suitability of available off-site provision to meet the student's needs.
  - The views of the student and their parents/carers, where appropriate.
  - The advice of relevant school staff, including Heads of Year, SENDCo, and pastoral support staff.
  - Any relevant external agency involvement.
- 12.4 The off-site provision will be carefully selected to provide appropriate educational support and behavioural interventions. Aylesbury Grammar School will maintain oversight of the student's progress and well-being while they are attending the off-site provision.
- 12.5 The duration of the directed off-site provision will be determined based on the individual circumstances of the student and will be regularly reviewed. The aim is always to facilitate the student's return to Aylesbury Grammar School as soon as it is deemed appropriate and sustainable.
- 12.6 Before directing a student to off-site provision, the Headmaster will inform the parents/carers of the decision, the reasons for it, the name and address of the off-site provision, the start date, and the expected duration.
- 12.7 The student will remain on the roll of Aylesbury Grammar School while attending directed off-site provision. Aylesbury Grammar School will be responsible for the student's education and well-being, and will liaise closely with the off-site provider.
- 12.8 The school will work with the student and their parents/carers to develop a plan for the student's return to Aylesbury Grammar School. This plan may include specific targets for behaviour and academic progress, as well as any ongoing support that will be provided.
- 12.9 The Governing Body will be informed of any instances where a student is directed to off-site provision for more than a short period, in line with DfE guidance.

### **13. Managed Moves**

- 13.1 A managed move may be considered, where possible and appropriate, to give a student the opportunity of a fresh start at another school, potentially avoiding a permanent exclusion from the School.
- 13.2 (For more information see the Buckinghamshire Children's Services Protocol for Managed Moves between Schools in Buckinghamshire)
- 13.3 Managed moves will be first explained to parents/carers, whose consent must be gained. They are negotiated bilaterally between the Headteachers of the schools concerned. No school is under any obligation to accept a student on a managed move. Schools will always consider all factors relating to the student before accepting a student on a managed move, so it is essential that the home school shares all relevant known information about the student (e.g. SEN, child protection issues, associates in the receiving school).
- 13.4 Once a school agrees to consider a managed move, the LA Exclusions and Reintegration (E&R) team is informed. Before the managed move can start, an initial meeting must take place in the receiving school

involving: the student and the parents/carers; the receiving school; the home school; and the LA E&R team. At this meeting, or shortly afterwards, the receiving school will decide if it wishes to proceed with the managed move. If it does, behavioural targets are set with the student.

#### 13.5 Key points in our approach to the use of managed moves.

- Managed moves will always be considered as an option if a student's behaviour starts to cause serious concern, and the School's efforts to address the behaviour are having limited or no success
- Ideally the managed move will be used before a student reaches the point of permanent exclusion as a step on the continuum of support for the student
- Managed moves will only be initiated if the Headmaster judges that they have a reasonable chance of success
- When in the receiving school, the AGS student is expected to continue to abide by the AGS Behaviour for Learning Policy alongside the policies of the receiving school, and may continue to be sanctioned under the AGS policy if necessary (e.g. if a student puts offensive posts about AGS, its students or staff on the internet)
- In the event of a potential permanent exclusion the Headmaster will always consider whether a managed move may be a viable means of avoiding the permanent exclusion. If it is decided that it is not, the reason for the Headmaster's decision will be included in the Headmaster's report to the exclusion panel
- The school will follow the LA protocol, including supporting paperwork and the associated expectations related to communications with all parties
- The School recognises its own responsibilities to the community of schools in Buckinghamshire and will always engage constructively with requests from the Headteachers of other schools to host managed moves

### 14. Permanent Exclusion

- 14.1 Permanent exclusion can only be imposed as a last resort, in response to a serious breach, and/or persistent breaches, of the School's Behaviour Policy, and where allowing the student to remain in school would seriously harm the education and/or welfare of the student, and/or others at the School.
- 14.2 A decision to permanently exclude will usually only be made following advice from a range of personnel and other agencies, and usually only after other appropriate strategies have been used to improve and/or moderate the student's behaviour without success. However, permanent exclusion may also be imposed for a single serious breach of the School's Behaviour Policy following a serious one-off incident, where it is appropriate to do so.
- 14.3 The following are examples of where permanent exclusion may be imposed:
- Behaviour that endangers the safety or welfare of the student, or another student, member of staff or member of the public
  - Serious actual or threatened violence, or aggressive behaviour, against another student, member of staff or member of the public
  - Sexual violence or sexual harassment of another student, member of staff or member of the public
  - Sustained discriminatory and/or prejudicial behaviour
  - Setting fires or causing substantial damage to property
  - Stealing property belonging to another student, member of staff or member of the public
  - Supplying (including socially supplying for no financial gain), being in possession of and/or being under the influence of an illegal drug or other substance
  - Bringing alcohol onto the School's site, consuming alcohol on the School's site, or being under the influence of alcohol
  - Being in possession of an offensive weapon, or any other object intended for use as a weapon
  - Serious disrespectful and/or defiant behaviour towards a member of staff
  - Serious misuse and/or abuse of the School's resources

- Persistent misbehaviour

- 14.4 This is not an exhaustive list, and there may be other types of misbehaviour where permanent exclusion is imposed.

## **15. Parents' Right to make representations about a suspension**

- 15.1 A letter confirming the reason for the suspension and how it may be challenged, along with other statutory information, will be sent to parents by the Headmaster whenever a suspension is imposed.
- 15.2 Parents have a right to make representations about any suspension, regardless of length, to the Governing Body. Parents wishing to do so should write to the Clerk to the Governing Body at the School's address or by email. Students may also be involved in this process.
- 15.3 Where a fixed term suspension has been imposed which does not take the total number of school days in the current school term to over five school days, the Governing Body will consider the representations made and may ask for a note of their view to be placed on the student's educational record, however it has no power to direct that the student be reinstated to the School.
- 15.4 Where a fixed term suspension has been imposed which takes the total number of school days to over five school days but not over 15 school days, a statutory review meeting will only take place if the parents make representations about the suspension. Where this is the case, the Governors' Student Discipline Committee must convene the statutory review meeting within 50 school days of the date that the Governing Body was notified of the suspension.
- 15.5 Where a fixed term suspension has been imposed which takes the total number of school days to over 15 school days, a statutory review meeting must be convened within 15 school days of the date that the Governing Body was notified of the suspension, regardless of whether the parents make any representations about the suspension.
- 15.6 Where a statutory review meeting takes place, the Governors' Student Discipline Committee has the power to direct that the student be reinstated to the School, either immediately or on a specified date.
- 15.7 Parents and students have a right to attend and make representations at the statutory review meeting, and be accompanied by a friend and/or (at their own expense) a legal representative who may also make representations on their behalf.
- 15.8 Parents also have a right to request that a representative of the School's and/or their home Local Authority is present at the statutory review meeting, however they will attend as an observer only and will only be allowed to make representations with permission of the Chair of the Governors' Student Discipline Committee.
- 15.9 The Headmaster will also attend the statutory review meeting to make representations on behalf of the School, together with other members of staff, where appropriate.
- 15.10 In the case of a permanent exclusion, parents have a right to request an Independent Review Panel Hearing where the Governors' Student Discipline Committee declines to reinstate the student following a statutory review. This does not apply to fixed term exclusions.

## **16. Responding to misbehaviour by students with SEND**

- 16.1 Recognising the impact of SEND on behaviour, the School recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

- 16.2 Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
  - Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
  - If a student has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be adhered to and the school must cooperate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.
- 16.3 The School may also use techniques which will be outlined in Student Passports and/or by the Student Support department.

#### **Adapting sanctions for students with SEND:**

- 16.4 When considering a behavioural sanction for a student with SEND, the School will take into account:
- Whether the student was unable to understand the rule or instruction
  - Whether the student was unable to act differently at the time as a result of their SEND
  - Whether the student is likely to behave aggressively due to their particular SEND

If any of the above apply, the school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

#### **Considering whether a student displaying challenging behaviour may have unidentified SEND:**

- 16.5 The School's SENDCo may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 16.6 Where appropriate, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 16.7 When acute needs are identified in a student, we may liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **Students with an Education, Health and Care (EHC) plan**

- 16.8 The provisions set out in the EHC plan must be adhered to and the School will cooperate with the local authority and other bodies.
- 16.9 If the School has a concern about the behaviour of a student with an EHC plan, it may make contact with the local authority to discuss the issue. If appropriate, the School may request an emergency review of the EHC plan.

# Appendix 1

## Guide to Rewards

Recognition of Good Effort, Achievement, Participation and Behaviour

This document acts as a guide to staff, students and parents of the range of praise available at the school. Staff are encouraged to **consistently and regularly** use the full range of rewards and to remember the **quiet student who consistently works well. Any level of praise above a verbal recognition should be recorded on the 'Rewards and Conduct' section of Bromcom.** Frequency indicates the number of times that a teacher may give the reward overall (not to every student).

Examples are not exhaustive

Labels are for use within this appendix

Label	Behaviour examples	Reward	Issued by	Recorded
A	Good work, effort, manners, behaviour	Verbal praise	Any member of Staff	
B	Very good/consistent work, appearance, effort, act of kindness	Merit	Any member of Staff	Yes
C	Accumulation of merits/PP	Merit certificates in end of term assemblies	HoY	Yes
D	Act of kindness/good citizenship	Front of queue	Tutor	Yes
E	Act of kindness/good citizenship	Cookie voucher	HoY	Yes
F	For excellent conduct, contribution to school, success in events	Public praise in assembly (house/section)	HoY/HoS/HoH	Yes
G	For success in any area of a student's life	Awards and certificates (eg Olympiads, Crest)	Passed to HoY/HoS	Yes
H	Good attitude to independent learning and use of study time	Yr 12/13 Home Study Privilege	HoY 12/13	Yes
I	Any certificates, acknowledgements from subjects or other areas of school life	Rewards in final assembly	HoY/HoS	Yes
J	Excellent ATL in assessment reports	Headmaster's rewards	HoY	Yes
K	Excellent conduct, behaviour, kindness and maturity	Responsibilities (eg Buddies, JP, Prefect)	Pastoral team	Yes
L	For exceptional contribution to arts in school	Honours and Half Honours	Honours Committee	Yes
M	For exceptional contribution to sport in school	Colours and Half Colours	Colours Committee	Yes
N	For exceptional and sustained ATL across the year	Learning Honours and Half Learning Honours	Learning Honours Committee	Yes
O	For exceptional work in a subject or contribution to school life	Subject/School Prizes	Nominations from HoD/HoY	Yes

## Appendix 2

### Guide to Sanctions

This document acts as **a guide** to staff, students and parents of the range of sanctions available at the school. Staff are encouraged to be consistent in the use of sanctions and seek advice from a HOD or HOY if they are in doubt about a level of sanction. Sanctions must be recorded on the 'Negative Sanctions' section on Bromcom. For the majority of our students, a verbal warning is usually sufficient.

Examples are not exhaustive. Incidents are investigated and context applied.

Labels are for use within this appendix.

Label	Behaviour examples	Sanction	Issued by	Recorded
A	Disruption of learning Failure to complete adequate learning Late Non-compliance - uniform policy Low level misuse of Chromebook Missing equipment	Immediate verbal warning	Any member of staff	No
A1	First time missing equipment that is essential to learning (ie swimming costume, food for recipe)	Complete Missing Equipment notification	Any member of staff	Yes
B	Repeat of A	Staff lunch detention (20min max)	Any member of staff	Yes
C1	Repeat of B from different teachers As determined by HoY Bullying behaviour level 1	HoY detention	HoY/PSO	Yes
C2	Repeating B after lunch detention Failure to attend lunch detention	Department detention	Any member of staff	Yes
D	Repeat of C after detention issued Deliberate graffiti/damage to property Defiance to member of staff Failure to attend staff detention Unsafe behaviour Selling (isolated and low value) Prejudicial behaviour level 1 Bullying behaviour level 2 Physical altercation	School detention	Any member of staff	Yes
E	As D, more serious Failure to attend School Detention Serious misbehaviour Truancy from lessons Rudeness to staff Inappropriate behaviour of a sexual nature Filming other students/incidents Prejudicial behaviour level 2 Bullying behaviour level 3	SLT detention	HoY/HoS	Yes
F	As E - more serious misbehaviour	Internal isolation	HoS	Yes

	Failure to attend SLT detention Smoking/vaping Truancy from school Bringing the school into disrepute Filming other students or incidents and sharing Sexual harassment Prejudicial behaviour level 3			
G	As F - more serious and sustained Theft from school or other students in school Sustained or more serious sexual harassment Prejudicial behaviour level 4 Bullying behaviour level 4 Physical assault	Suspension	HM	Yes
H	As G - more serious and sustained Weapons Sale/purchase of illegal substances Assault of staff/students Seriously endangering students/staff Significant damage to school property More serious sexual offences and sexual violence	Permanent exclusion	HM	Yes

### Community Service

	Chewing gum Eating in buildings Littering	Community service	Any member of staff	Yes
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### Chromebooks

Behaviour	Sanction	Issued by	Recorded
Failure to bring a charged Chromebook/headphones for the first time in a term	Recorded	Any member of staff	Yes
Failure to bring a charged Chromebook/headphones for the second time in a term	HoY detention	PSO	Yes
Failure to bring a charged Chromebook/headphones for the third time in a term	School detention	PSO	Yes
Failure to bring a charged Chromebook/headphones for subsequent times in a term	SLT detention	HoY/HoS	Yes

### Mobile Phones

Behaviour	Sanction	Issued by	Recorded
First inappropriate use of mobile phone/electronic item in school in a term	Item removed and held by the office - returned at the end of the day	Any member of staff	Yes

Second inappropriate use of mobile phone/electronic item in school in a term	Item removed and held by the office - returned at the end of the day  Community service	Removed by member of staff  Office to set sanction	Yes
Third inappropriate use of mobile phone/electronic item in school in a term	Item removed and held by the office - must be collected by a parent/carer  School detention HoY to arrange - phone kept by PSO/no phone	Removed by member of staff  Office to set sanction	Yes

### Homework and Non-exam Assessment

Behaviour	Sanction	Issued by	Recorded
Failure to complete a second piece of homework within a term. Failure to meet interim deadlines for coursework	Homework letter sent	Any teacher Assessment grades at the end of term must reflect this	Yes
Subsequent failure to complete a piece of homework	Homework letter sent	Any teacher Assessment grades at the end of term must reflect this	Yes
Failure to meet final coursework deadline	Score 0 in coursework, may lead to being unable to continue with subject	Teacher and HoD	Yes
Plagiarism in controlled assessment	Internal isolation/suspension	HoY/HoS	Yes

### Staff are reminded that it is not school policy to:

- Give a whole class detention or to punish a whole class
- Leave a student standing outside a classroom for more than a 2 minute 'cooling off' (remaining in view of the teacher)
- Leave students standing outside the staffroom as a detention
- Set lines as a sanction – a reflective essay/letter of apology is more appropriate
- Detain a student for more than 20 minutes of lunchtime or 10 minutes of breaktime
- Detain individual students on a regular basis for short periods without recording the concern on Bromcom
- Detain a student after school without 24 hours written notice to parents
- Give students a detention for failing to do homework

### Staff are also reminded that:

- Records of sanctions (and rewards) MUST be maintained on Bromcom
- We should aim to give many more rewards than sanctions – 'As a guidance it should be at least 3 rewards to one sanction.
- There are a range of strategies to support positive behaviour choices in Appendix 5



## Appendix 3

### **Prejudice-Related Incident Procedure**

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person.

### **Incidents amongst students**

As soon as any member of staff becomes aware of a prejudice-related incident amongst students, which may relate to any of the following protected characteristics: sexual orientation, disability, gender reassignment, race, religion or belief and sex, they must follow the following procedure:

- The incident should be logged by the member of staff who first becomes aware of it on the prejudicial incidents spreadsheet. PSO/member of staff
- Incidents should be given an initial ranking on the following scale:
  1. No offence was intended or taken.
  2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
  3. Hurt or distress was caused and the student(s) responsible had previously been warned that their behaviour was unacceptable.
  4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.
- The HoY will investigate and determine the final level (using the grading above)
- The sanctions will be applied according to context, using the Behaviour Policy appendix Sanctions table to guide. This will be recorded on Bromcom

Students should be made aware of this procedure through form time and assemblies and encouraged to report all incidents, in person or via the concern form, being reassured that they will be taken seriously.

Termly reports are analysed by HoY/SLT to discuss incidents and young people that may require behaviour contracts or other interventions.

## Appendix 4

### **Bullying Incident Procedure**

The accepted broad definition of bullying is anything said or done to hurt, harass or intimidate someone else. This will occur on more than one occasion. It can be violent, aggressive behaviour of a physical, sexual or verbal nature, including threats, intimidation or teasing.

#### **Incidents amongst students**

As soon as any member of staff becomes aware of a bullying incident amongst students, which may relate to any being called names, being teased, being punched, pushed or attacked, being forced to hand over money, mobile phones or other possessions, getting abusive, sexualised or threatening text messages, e-mails or comments on social networking sites, having rumours spread about them, being ignored or left out, being picked on based on religion, gender, sexuality, disability, appearance, ethnicity or race (see also prejudice-related procedure appendix).

- The incident should be logged by the member of staff who first becomes aware of it on a bullying incident. Logged on Bullying Spreadsheet PSO/member of staff
- Incidents should be given an initial ranking on the following scale:
  1. No offence was intended or taken.
  2. Hurt or distress was caused, but this is the first time of reporting and the offending behaviour is unlikely to be repeated.
  3. Hurt or distress was caused and/or the student(s) responsible had previously been warned that their behaviour was unacceptable.
  4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.
- The HoY will investigate and determine the final level (using the grading above)
- The sanctions will be applied according to context, using the Behaviour Policy appendix Sanctions table to guide. This will be recorded on Bromcom

Pupils should be made aware of this procedure through form time and assemblies and encouraged to report all incidents, in person or via the concern form, being reassured that they will be taken seriously.

Termly reports are analysed by HoY/SLT to discuss incidents and young people that may require behaviour contracts or other interventions.

## Appendix 5 - Rewards and Sanctions at a glance

### Rewards

A	Verbal Praise	
B	Merit Mark	
C	Front of Queue Token	Cookie Voucher
D	Praise Postcard Email	
E	Letter Home	
F	Public Praise - Assembly	
G	Student Leadership	
H	Learning Honours, Honours, Colours	
I	Prizegiving Prizes	

# Sanctions

