



REIGATE GRAMMAR SCHOOL

Behaviour Policy

ISI Code:	9a Behaviour Policy
Policy Author:	Mary-Ann Collins, Deputy Head
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Introduction

Parents are also referred to the school's standard Terms and Conditions, Section G (paras 51-68).

This policy has been written with reference to the DfE non-statutory advice Behaviour and Discipline in Schools (2016) and the Equality Act (2010). It should be read alongside our policies on E-safety, Safeguarding, Learning Support and Anti Bullying.

Reigate Grammar School encourages the good behaviour of its pupils at all times. The school attaches great importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. The School Rules and new Rewards and Sanctions Summary (which are also both published in the Pupils' Planner) make clear our expectations in this regard, and these are reinforced by Tutors in Form Time and by Heads of Section/Year and the Senior Team in assemblies. The School Rules, along with codes of conduct for the use of ICT and on the sports field, are sent to all parents via the Parents' Handbook and this Behaviour Policy is communicated to parents and students via our website.

At all times, staff are mindful that for pupils with special educational needs/disabilities reasonable adjustments may be needed.

Good behaviour by students is frequently rewarded through praise and encouragement from teachers. More formal recognition is achieved through the school's rewards system, which is summarised below, and also includes rewards for academic achievement.

Rewards

Merits

Pupils in the Lower and Upper School who do particularly good work relative to their ability, in both academic and non-academic spheres of school life, may receive a Merit. The aim of these is to promote and encourage good behaviour, academic effort and positive contributions to the community. The teacher records individual Merits on the schools monitoring programme (RAPTER) and in the Lower School certificates are awarded in year assemblies to pupils who achieve milestone numbers (Bronze 15; Silver 30; Gold 50; Platinum 75; Ruby 100). Pupils achieving high numbers of merits in the Upper School will also be acknowledged through the ACE Card System. There are often also termly merit competitions in which whole Form groups may be rewarded.

ACE Cards

Pupils in the Lower and Upper School who do exceptionally good work relative to their ability or accumulate a high number of merits, in both academic and non-academic spheres of school life, may receive an ACE card from the relevant member of staff of their Head of Year/Section. These are posted home directly to the pupil.

Achievement in academic, sporting, artistic and cultural arenas.

Care for those within and beyond the community such as through volunteering and charity work

Excellence in personal modelling of doing the right thing, being a good friend, behaviour, uniform and punctuality.

Sixth Form Academic Postcards, Credits and Café Rewards

Academic excellence in the Sixth Form may be recognised through the issuing of Academic Postcards. These are issued by the subject teacher or Head of Department. The Sixth Form also operates a Café Rewards policy – if a Sixth Form pupil does something exceptional beyond the normal call of duty in their remit as a school leader (either a Prefect or a House Captain) then their performance may be rewarded by asking the Head of Year to issue a Café Reward. General examples of good role-modelling or acts of kindness and leadership will result in a credit being issued; the accumulation of three credits will lead to a Café Reward.

Other Rewards

There are other rewards and treats awarded by Heads of Year at different points e.g. hot chocolate in the PMH for Fifth Form after mock exams, pizza for the Form with the most ACE cards in a Half Term or excursions to the local bowling alley for raising the most money at a charity event.

Weekly Bulletin/Section and Year Group Assemblies/Contact home

Pupils who have achieved personal successes may be celebrated in the variety of bulletins and letters that are sent home. Assemblies are used throughout the year as a way to recognise and celebrate individual or collective achievements. Also, Form Tutors, Heads of Year/Section actively recognise good behaviour, progress and contribution through letters and emails home to parents.

End of Term Assemblies

At the end of each school term prizes are awarded to pupils who have done particularly well in different arenas of school life. These may range from sporting awards, to success in the Maths Olympiad.

Colours

Junior and Senior Full Colours are awarded in March and June each year. Successful nominees must have satisfied one or more of the following criteria to be awarded Full Colours:

1. An outstanding contribution to the school e.g. Head Boy/Head Girl
2. An exceptional skill in a Reigate Grammar School extra-curricular activity as determined by the member of staff responsible (including representative honours at county, regional or international level)
3. Outstanding leadership of an established Reigate Grammar School club, society or team.

Successful nominees must have satisfied **all** of the following criteria to be awarded Full Colours:

- A full commitment to fixtures, training, events and rehearsals
- Personal conduct that brings credit to themselves and the school

Full Colours will be recognised through a Colours Tie (boys) or a Colours Pin (girls). These will be awarded in a whole school assembly.

Sanctions

At all times, staff should ensure that the punishment is proportionate and reasonable and should take into account the pupil's age, any special educational needs or disability they may have and any other relevant pastoral circumstances. Corporal punishment is illegal and must not be used. Pupils will receive a proportionate sanction if they are found to have made malicious allegations against staff.

Guidance Points (GP)

The school has a relationship focus and a great emphasis is placed upon the building of the teacher-pupil working relationship. In the Lower and Upper School we operate a system in which low level misdemeanour may result in a Guidance Point. These are issued commonly but not exclusively for poor uniform, behaviour around school, lack of homework, lateness and behaviour for learning in the classroom. Pupils are consulted on the expectations within lessons. Guidance Points are monitored using the school system (RAPTER) and an accumulation of three Guidance Points within any one strand in a 6 week period will result in a School Detention. The system is in place to allow the school to monitor patterns of poor behaviour so that we are able to support and guide the pupil that is struggling.

Sixth Form Defaults

We expect the oldest students in the school to set an excellent example to younger years. With the exception of uniform and lateness defaults (3 strikes), poor examples of behaviour both in and outside the

classroom or lack of homework may result in a sanction. In class behaviour resulting in lack of work, and poor/no homework will be overseen by the HOD/teacher in 'departmental detention' after school. Uniform, lateness and behaviour outside of the classroom will be overseen by the Head of Year/Section in a School Detention. Form Tutors will contact home if a student's uniform is not appropriate business dress.

Detentions

Detentions are not the most effective way to resolve issues and should therefore will be used sparingly. However, they may be helpful in signalling to a pupil and their peers that they have overstepped the mark or they are not meeting expectations as evidenced through the receipt of Guidance Points. Pupils should use the detention time productively. Parents are always notified at least the day before if the detention is to be served after school, detailing the reasons for the detention. More often than not, this will be the Head of Year who will be able to offer the best guidance for the pupil to avoid similar situations in the future.

For more serious offences, the Headmaster may require a pupil to serve a Headmaster's Detention on a Saturday morning. A Headmaster's Detention is one step short of suspension and pupils need to understand how serious it is. In all cases above, parents would be informed.

Confiscation²

Staff may confiscate pupil property but this should only be used with consent from the pupil. The most frequent situation where this is used will be with regard to the misuse of mobile phones during a lesson. In this instance it is appropriate for the member of staff to confiscate the phone for the duration of the lesson, or for a repeat offence until the end of the day. If a phone is to be confiscated overnight this must be done in discussion with the relevant Head of Year and parents should be notified.

Where there is suspicion that a pupil may be in possession of prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, lighter, fireworks, pornographic images, any article that is likely to be used to commit an offence or cause injury), the law gives the Headmaster or other authorised members of staff the power to search without consent. If a member of staff has suspicions that a pupil is in possession of a prohibited item, they will usually alert a member of the SLT or the Headmaster and it is the responsibility of the Headmaster or an authorised member of staff to conduct the search. However, if a member of staff considers there to be imminent risk to the welfare of the pupil concerned or others, then they should conduct the search there and then. The member of staff conducting the search should have another member of staff present acting as witness, and they should both be of the same sex as the pupil being searched. In exceptional circumstances, a pupil may be searched by a member of staff of the opposite sex and/or without another witnessing member of staff if there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Staff leading school trips have the power to search pupils for prohibited items.

Suspension

Serious or repeated disciplinary offences may result in the pupil's suspension. For a first offence, suspension will normally be for no more than two days, while more severe offences might involve a suspension of up to five days. While suspended, the pupil is expected to remain at home during the school day and work will, whenever possible, be set. A suspended pupil may not attend any school function (e.g. concert) or represent the school (e.g. for a sports team).

In certain cases, a pupil may be put into internal suspension, where they will be required to work in school under supervision but out of lessons and away from their peers.

Following a suspension, the pupil (and normally his or her parents) will be required to attend a Return to School interview with one of the Assistant/Deputy Heads or the Headmaster to discuss their future conduct. A final warning may also be issued at this stage. In some cases, a Pastoral Support Plan may be implemented where a pupil is at risk of permanent exclusion.

Exclusion

Please see separate policy.

Power to use Reasonable Force

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property or to maintain good order and discipline in the classroom. Force must never be used as a punishment.¹

Training on the use of Reasonable Force

All staff receive training on the use of reasonable force as part of their Safeguarding training. A written summary of the training and procedures on the use of reasonable force may be found in the Staff Code of Conduct.

Misbehaviour and Pastoral Support

The school is aware that in some cases pupil misbehaviour can be a sign of wider pastoral concerns about a child. If a member of staff thinks that the behaviour of a pupil may suggest that the pupil is at risk of harm, they must follow the school's safeguarding and child protection procedures. Any continued disruptive behaviour should result in a meeting with the relevant pastoral staff as a matter of urgency.

Part of the school's approach is to offer help to pupils who are struggling to manage their behaviour, for example outbursts of anger. In these cases, it may be appropriate to refer a pupil to the school counsellor, nurse, chaplain for further support or to CAMHS for more complex cases.

Record Keeping

Sanctions are recorded on RAPTER. In addition, we keep a central register of sanctions imposed for serious misbehaviour. All incidents involving poor behaviour are tracked by the Heads of Year to ensure that patterns are spotted quickly and early help is put in place. We aim to work with the family to ensure the student receives a consistent message and clear boundaries

¹ DfE guidance document <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> (July 2013).

² DfE guidance document <https://www.gov.uk/government/publications/searching-screening-and-confiscation> (January 2018)

Rewards and Sanctions Summary 2018 (This system is reviewed annually in consultation with staff and pupils)

Rewards			Levels	Sanctions	
Lower School	Upper School	Sixth Form	←Sections→	Lower and Upper School	Sixth Form
				Guidance Point (GP System)	Default system
Merits (non-exhaustive list) <ul style="list-style-type: none"> An act of kindness/trying to help somebody in need. An outstanding piece of work. Helping at a school event. Improved attitude and or/effort in class. Helping a friend/peer in class. Promoting positive interactions and behaviour. Active good behaviour 		Credits Non-academic. Issued by all staff for contributions to the RGS community.	1	Classroom GP – Teacher implemented 'Classroom Standards' and expectations: <ul style="list-style-type: none"> 1st Warning – verbal 2nd Warning – name on board 3rd Warning – Classroom GP Homework/Organisation GP Lateness GP Uniform/behaviour (around school) GP	Default Form Tutors and HOYs will monitor defaults. Departmental: behaviour (including effort) in class and homework Pastoral: uniform, lateness and behaviour outside class, e.g. student off-site.
Merit award (certificates) Bronze (15 merits) Silver (30 merits) Gold (50 merits) + AH letter Platinum (75) Ruby (100) + HM letter. Subject ACE cards may also be issued.	ACE Cards Issued by individual teachers + Heads of Year/Section	Café Rewards (issued by Heads of Year/Section) 3 credits = café reward (Non-academic) + one offs	2	School Detention – 4-5pm (run by HOY/Head of Section) Issued for the following reasons: <ul style="list-style-type: none"> One off incident of very poor behaviour A 3rd Classroom, Uniform/behaviour, Homework or Lateness GP (within a 6 week period) GPs are monitored and detentions set by HOY in coordination with subject teachers and HODs. HOY will expect input from teachers who issue a GP.	Departmental Detention (run by HOD/teacher) 1 in class behaviour/homework default School Detention (run by HOY/Head of Section) for 1 out of class behaviour default or 3 uniform and/or lateness defaults = detention (pastoral)
Special Reward For example, school colours, leadership opportunities and prizes that are created for pupil competitions, e.g. breakfast for the Form with the most merits in a Half Term.			3	Sanctions at this level will be set by the senior pastoral team This level deals with more serious breaches of the school rules, or persistent failure to make significant improvements in light of sanctions issued at level 2. It is likely parents will be invited in to meet senior staff, and an Intervention plan and/or contract may be implemented. At the most serious level the students place at the school will be under review by the Headmaster. Exclusions – see separate policy on school website.	