

QUEEN ELIZABETH'S GRAMMAR SCHOOL FAVERSHAM



School Behaviour Policy

Policy approved by Governors at Community Committee on 6th November and adopted by Full Governing Body on December 5th 2024. To be reviewed annually.

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour Policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their Behaviour Policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Inappropriate use of mobile phone or other digital device
- Being out of bounds e.g. use of toilets that are not for their year group

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Rudeness, lack of respect or defiance

- Truancy
- Any form of bullying
- Harassment
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour, eg interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sextortion
- Vandalism
- Theft
- Fighting and physical assault
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour of any kind
- Online behaviour such as racist, sexist, homophobic or discriminatory messages, language, comments, jokes or taunting (including on social media), or sharing of content of this nature
- Surreptitious capturing of images, audio, or video recording of any member of the school community without their prior consent

Possession of any prohibited items per the DfE [searching, screening and confiscation guidance](#). These are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 of; any person (including the student);
- an article specified in regulations: (The Schools (Specification and Disposal of Articles) Regulations 2012)
 - ❖ tobacco, cigarettes* and cigarette papers;
 - ❖ fireworks; and
 - ❖ pornographic images

Possession of any banned items; banned items include:

- Drugs paraphernalia
- Matches or lighters
- Solvents
- Vapes, e-cigarettes and shisha pens
- Legal highs
- Laser pens
- Offensive material (homophobic, racist etc.)
- Any item that could be likely to cause harm or damage

See section 8.4 below for further information on searching students.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups - for example, because of race, religion, gender or sexual orientation

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, AI generated content
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Details of our school’s approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5. Roles and Responsibilities

5.1 The Governing Body

The Governing Body is responsible for monitoring the Behaviour Policy’s effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher (and Deputy Headteacher)

The Headteacher is responsible for reviewing and the Governing Body is responsible for approving this Behaviour Policy.

The Headteacher and the Deputy Headteacher 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 rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The Senior Leadership Group and Pastoral Team Leaders will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school with any sanctions that have been issued
- Set a good example in terms their own conduct in or near the school and online

6. Student Code of Conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times - and identification where required
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow the school rules on use of mobile phones (they should not be used on school site during school hours without the permission of a member of staff)

7. Rewards and Sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise
- Praise stickers - collected to receive praise tokens for rewards
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Moving seats
- Sending the student out of the class for a short period of time
- Removal to another colleague
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student "on report" or "on support"
- Internal or external (sometimes referred to as suspension) fixed-term exclusion
- Permanent exclusion

Following a suspension (fixed term exclusion), a reintegration meeting always takes place. This enables the student and their parents to discuss what happened and talk through how such an incident will be avoided in the future. When appropriate, support will be agreed and may be formalised through a pastoral support plan. The school is usually represented by the Headteacher and/or Deputy Headteacher. Key Stage team colleagues and SEN colleagues may also be present. Following a successful meeting, the student is able to return to school. This may be to timetabled lessons or to work with the pastoral team and will be agreed at the reintegration meeting.

Following certain incidents and patterns of behaviour, it may be deemed appropriate by the school for a student to be supported through *direction off site*. This is not a sanction but a process through which the school will arrange with another educational centre for the student to be supported for a period of time at their centre (this could be another school or alternative provision e.g. Pupil Referral Unit). The length of time and the choice of centre would be determined by the school and the parents will be informed accordingly.

When a sanction is missed or not served (e.g. lunchtime detention) the school may escalate the sanction. Usually this would be the next more serious (as deemed by the school) sanction. This could potentially lead to a suspension.

We may use isolation in the student support room in response to serious or persistent breaches of this policy.

Students may be sent to the student support room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information (available via the school website).

7.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

8. Behaviour Management

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the school inappropriate behaviour procedures and positive behaviour consequences
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Use of Reasonable Force

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of the use of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Further information and guidance can be found in the following document issued by the Department for Education - [Use of Reasonable Force](#), advice for headteachers, staff and governing bodies.

8.3 Confiscation

Any prohibited or banned items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

8.4 Searching

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The DSL and/or the Headteacher or Deputy DSL should be consulted before any search takes place.

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in the schedule in **section 3** above or any other item that the school rules identify as an item which may be searched for (any item on the list of banned items in section 3).

Under common law, school staff also have the power to search a student for *any* item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

The School Behaviour Policy will be communicated to all members of the school community to ensure expectations are transparent to all students, parents and staff, and provide reassurance that any searching of a student will be implemented consistently, proportionately and fairly, in line with the school's policy.

When exercising their powers, the school will consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability. School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

8.5 Student Support and SEND

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, and a range of external professionals - possibly including educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will 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.

All Heads of Year will regularly review the support in place for all students and if necessary and in discussion with parents and carers, students will be provided with additional support to meet

their needs - for example from our school counsellor, our student support and intervention lead or from a relevant external agency. If a student's needs increase or if their behaviour is particularly challenging, a pastoral support plan will be created, to ensure that these needs are met effectively.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy.

9. Student Transition

To ensure a smooth transition to the next year, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher and Governing Body annually. At each review, the policy will be approved by the Governing Body.

12. Links with other policies

This Behaviour Policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Online Safety Policy

Appendix 1: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by students and staff
- Permanent exclusions will only be used as a last resort
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing Body also emphasises that violence or threatening behaviour (in person or online) will not be tolerated in any circumstances.

Appendix 2: Behaviour Procedure

Behaviour Procedure



CLASSIFICATION OF INCIDENTS

Category	Category 1	Category 2	Category 3	Category 4	Category 5
Issued by:	All Staff	All Staff	HOY/HOF	Head of KS/SLT	SLT
EXAMPLES OF INCIDENTS	<p>Not following the seating plan. Talking when the teacher is talking. Eating or chewing. Calling out in the lesson. Not following instructions properly. Showing disrespect to others. Insufficient effort in class. Disrupting other students.</p>	<p>Immediate Lunchtime detention: Swearing/inappropriate language. Refusing to follow instructions. Failing to hand in H/W. No conduct card. Complete conduct card.</p> <p>Sign Conduct Card: More than 5 minutes late to a lesson. No chromebook / lack of equipment.</p> <p>Using a phone without permission - sign conduct card</p> <p><i>Please also confiscate the phone and take it to the relevant KS Office.</i></p>	<p>Persistent Category 1 or 2 behaviour. Failure to attend a B3 Lunch detention. Persistent disruption of teaching & learning. Damage to property. Persistent inadequate work. Cheating in a school exam.</p>	<p>Head of KS/SLT Persistent Category 3 behaviour. Bullying other students. Abusive language directed towards an adult or student. Swearing at staff or students. Serious misuse of mobile phone/device. Stealing.</p>	<p>DHT/SLT Persistent Category 4 behaviour Severe inappropriate behaviour Aggression or violence Smoking/vaping. Drugs/alcohol on site. Racist incident Homophobic incident Truancy Fighting Knife/weapon in school Cheating in an external exam</p>

SANCTIONS

Category	Category 1	Category 2	Category 3	Category 4	Category 5
SANCTION	<ul style="list-style-type: none"> - Issue verbal warning - say this is your FIRST warning - If the behaviour is repeated issue a SECOND verbal warning - If the behaviour is repeated again, issue a DETENTION 	<p>B3 Lunchtime Detention</p> <p>OR</p> <p>Sign conduct card</p>	<p>KS/SLG Detention/sanction</p> <p>AND/OR:</p> <p>Leadership after school detention</p> <p>AND/OR:</p> <p>Support/Report card</p>	<p>KS/SLG Detention/Sanction</p> <p>AND/OR:</p> <p>Leadership after school detention.</p> <p>AND/OR:</p> <p>Support/Report Card</p>	<p>SLG Sanction</p>

Every day is a new day - Once it's done, it's done.

Signed _____
(Chair of Governors)

Date