



SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL

Behaviour Policy

Senior Leader Review Lead : Senior Deputy Headteacher, James Simpson

Approved by Governors: September 2022

Review date: September 2023

Reviewed by: PDW /LGB

Chair of PDW Committee: Gill Towell



*Inspire
Empower
Shape The Future*

1. General Principles

At Sir William Borlase's Grammar School, we believe that:

- 1.1. Positive, respectful behaviour in all aspects of school life is necessary to ensure a happy, safe and supportive learning environment where everyone can thrive , achieve and grow both academically and personally.
- 1.2. The school provides a safe and structured environment where students can learn and teachers can teach with confidence and enthusiasm.
- 1.3. All students should behave in accordance with the school's values, showing Respect, Responsibility, Integrity and Kindness towards each other, to the school staff, to the school environment and to members of the wider community.
- 1.4. All parents/ carers should encourage their child to behave appropriately and support the school's authority to discipline students who do not meet behavioural expectations.

2. Aims of the Behaviour Policy

The aims of this policy are:

- 2.1. To promote good behaviour from all our students.
- 2.2. To actively promote and safeguard the welfare of all our students at school and in their use of online communications.
- 2.3. To ensure, so far as possible, that every student in the school is able to benefit from and make a full contribution to the life of the school, consistent always with the needs of the school's community.
- 2.4. To recognise students who demonstrate outstanding behaviour, and behaviour that supports their own and others' academic progress.
- 2.5. To provide a transparent sanctions regime for those who do not meet the school's requirement for acceptable behaviour and to promote good and outstanding behaviour across the school.

3. Objectives of the Behaviour Policy

- 3.1. To promote an environment that supports enthusiastic and effective teaching and learning and creates confident, successful learners.
- 3.2. To develop a moral framework within which respect, kindness, integrity and responsibility promote sound and healthy relationships and a community of individuals who can flourish.
- 3.3. To enable students to develop a sense of self worth and to regard others with mutual respect and tolerance.



- 3.4. To produce an environment in which students feel happy, safe, and respected.
- 3.5. To help create a culture of safety, equality and protection.

4. Scope and Application

- 4.1. This policy applies to the whole school.
- 4.2. This policy (together with all other school policies on behaviour and discipline) applies to all students at the school and at all times when a student is:
 - 4.2.1. in or at school
 - 4.2.2. representing the school or wearing school uniform;
 - 4.2.3. travelling to or from the school;
 - 4.2.4. on school-organised trips;
 - 4.2.5. associated with the school at any time.
- 4.3. This policy shall also apply to students at all times and places in circumstances where failing to apply this policy may:
 - 4.3.1. affect the health, safety or well-being of a member of the school's community or a member of the public;
 - 4.3.2. have repercussions for the orderly running of the school; or
 - 4.3.3. bring the school into disrepute.

5. Regulatory Framework

- 5.1. This policy has been prepared to meet the school's responsibilities under:
 - 5.1.1. The Education Act 2002, as amended by the Education Act 2011;
 - 5.1.2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
 - 5.1.3. The Education and Inspections Act 2006;
 - 5.1.4. The Education Act 1996;
 - 5.1.5. The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
 - 5.1.6. Education and Skills Act 2008;
 - 5.1.7. Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
 - 5.1.8. Equality Act 2010.
- 5.2. This policy has regard to the following guidance and advice (5.2.1 to 5.2.12 are linked to policies on the DfE website):
 - 5.2.1. Keeping children safe in education;
 - 5.2.2. Working together to safeguard children;
 - 5.2.3. Information sharing advice for safeguarding practitioners;
 - 5.2.4. Behaviour and discipline in schools;



- 5.2.5. Exclusion from maintained schools, academies and pupil referral units in England (DFE 2017);
- 5.2.6. Use of reasonable force;
- 5.2.7. Searching, screening and confiscation;
- 5.2.8. Alternative provision;
- 5.2.9. Sexual violence and sexual harassment between children in schools and colleges;
- 5.2.10. Mental health and behaviour in schools;
- 5.2.11. Relationships education, relationships and sex education and health education;
- 5.2.12. The designated teacher for looked-after and previously looked-after children.

6. Links to other policies

- 6.1. The following school policies, procedures and resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:
 - 6.1.1. Anti Bullying
 - 6.1.2. Drugs Awareness and Responsibility
 - 6.1.3. Photography
 - 6.1.4. Positive Handling
 - 6.1.5. Digital Devices
 - 6.1.6. Child Protection and Safeguarding
 - 6.1.7. Equalities Policy
 - 6.1.8. Staff Code of Conduct
 - 6.1.9. PSHE and RSE Policies

7. Definitions

- 7.1. References to parent or parents means the natural or adoptive parents of the student (irrespective of whether they are or have ever been married, with whom the student lives, or whether they have contact with the student) as well as any person who is not the natural or adoptive parent of the student, but who has care of, or parental responsibility for, the student (e.g. foster carer/legal guardian).

8. Responsibilities

- 8.1. The School and the Governing Body. This means in carrying out its functions, the Local Governing Body is required to have due regard to the need to:
 - 8.1.1. eliminate discrimination and other conduct that is prohibited by the Act;



- 8.1.2. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 8.1.3. foster good relations across all characteristics - between people who share protected characteristics and people who do not share it.
- 8.2. Any punishment imposed on a student will be legal and proportionate. The punishment will be reasonable in all the circumstances and account will be taken of the student's age, any special educational needs or disability they may have, any religious requirements affecting them, and any other relevant protected characteristics they have under the Equality Act 2010.

9. Other roles and responsibilities

- 9.1. Students are expected to take responsibility for their own behaviour within academic and social time across the school, and when representing the school outside school hours. Their behaviour should always be excellent, embracing the school values and motto - Follow Things Worthy of Yourself.
- 9.2. Parents are expected to take responsibility for the behaviour of their child and to assist the school in maintaining high standards through the home/school agreement (See Appendix 2). They are expected to encourage their child to follow school rules and systems and uphold the school's values.
- 9.3. All teaching and support staff are responsible for ensuring the policy and associated procedures are followed consistently, for promoting, managing and rewarding outstanding behaviour and for creating an appropriate learning environment that fosters enthusiasm, aspiration and creativity.
- 9.4. The Senior Deputy Headteacher is responsible for ensuring everyone understands the policy and procedures linked to this policy and for ensuring consistent application across the school, including ensuring all staff receive regular training on this policy.
- 9.5. The Senior Deputy Headteacher supports staff and in their handling of disciplinary situations and reviews behaviour actions, outcomes and risks with the Key Stage Team and SLT.
- 9.6. The Headteacher is responsible for ensuring the overall effectiveness of the implementation of this policy and associated procedures and supports the Senior Deputy Headteacher and staff in handling behavioural procedures.
- 9.7. Governors will support the school staff in maintaining high standards of behaviour. In consultation with staff, they will regularly review and agree a policy, which promotes excellent behaviour. They will ensure that the policy and expectations are communicated effectively to parents and students by the school.



10. Operating principles

- 10.1. The policy will be reviewed annually and adjusted in light of operational experience and current legislation. This process will be led by the Senior Deputy Headteacher and the Headteacher.
- 10.2. The implementation of the policy and the relevant risk assessments and any action taken in response and evaluating effectiveness is monitored by the Senior Deputy Headteacher/ Headteacher
- 10.3. Up to date records of all information created in relation to the policy and its implementation will be kept as required by the GDPR
- 10.4. Input from staff, students and parents will be considered when reviewing the policy and processes to keep improving.
- 10.5. The whole staff is briefed annually on the Behaviour policy. This will be through staff training sessions and through availability on the Staff Information Centre.
- 10.6. Students are briefed annually and as needed on the Behaviour policy through tutor time sessions
- 10.7. Each classroom will have a display of the school's values and expectations of behaviour in a prominent position
- 10.8. The policy will be published on the website in the public domain.
- 10.9. All staff, together with Governors, are aware of their duties under the Equality Act 2010 and the requirement to meet the Public Sector Equality Duty eliminate discrimination and other conduct that is prohibited by the Act;
- 10.10. The Headteacher will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origins, culture, religion, gender, disability or sexuality whilst bearing in mind specific needs. This policy and associated procedures are written with regard to the current legislative context.

11. Promoting Positive Behaviour

- 11.1. In all aspects of school activity, our staff aim to model and promote the highest standards of behaviour with each other and with students at every opportunity. Students are educated about good behaviour through the operation of the school's Personal Development curriculum, PSHE (including the Relationships and Sex Education and Health Education programme), Assemblies, Lecture Series, the school's pastoral support systems and across all learning. Students are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.
- 11.2. The school understands that rewards can be more effective than punishment in motivating students. The school recognises that where challenging behaviour is related to a student's disability, use of positive discipline and reward methods may enable the school to manage the student's behaviour more effectively and improve their educational outcomes.



- 11.3. Students are encouraged to take responsibility for themselves and others, their learning, and for the environment by:
- 11.3.1. Taking responsibility for their own actions;
 - 11.3.2. Not tolerating bad or inappropriate behaviour from others and using the correct channels to report this to staff/ call this out.
 - 11.3.3. Demonstrating understanding, kindness and respect towards others;
 - 11.3.4. Speaking to one another with courtesy, being thoughtful and respectful of the language they use.
 - 11.3.5. Responsibly using communication technologies including social media;
 - 11.3.6. Respecting other people's possessions;
 - 11.3.7. Respecting the school's environment, ensuring it is a clean, safe and pleasant place in which to work and learn.
- 11.4. We recognise:
- 11.4.1. A positive, enthusiastic attitude to learning.
 - 11.4.2. Commitment and reliability.
 - 11.4.3. Support and voluntary contributions to academic departments and tutor time.
 - 11.4.4. Positive contributions to wider aspects of school life.
 - 11.4.5. Leadership and responsibility.
 - 11.4.6. Concern for others.
 - 11.4.7. Success and achievements by individuals and teams within and outside school.
- 11.5. We reward positive behaviour with:
- 11.5.1. Verbal praise and positive feedback.
 - 11.5.2. House Points.
 - 11.5.3. Additional opportunities where appropriate.
 - 11.5.4. Prizes at Speech Day
 - 11.5.5. Sports Colours, Arts Awards, Departmental Awards
 - 11.5.6. Mentions in assemblies and newsletters and Twitter.

12. **Managing Unacceptable/ Poor Behaviour**

- 12.1. We believe that it is important for all members of the school to uphold the school's values and ethos. This is achieved through building strong, positive relationships between staff and pupils where there is a shared understanding of what is acceptable behaviour.
- 12.2. The school has pastoral support systems in place to assist students in managing their behaviour. A range of sanctions are available for those who breach the school's policies on behaviour and discipline.



- 12.3. When considering the appropriate sanction, the risks posed to student welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other students' welfare and/or the school's community as a whole.
- 12.4. We implement a range of sanctions for unacceptable behaviour which are outlined in our Behaviour Sanctions Ladder (Appendix 1 see below):
- 12.5. The school seeks to work in partnership with parents over matters of discipline, and it is part of the parents' obligations to the school to support the school's policies on behaviour and discipline. The school aims to contact parents promptly to notify them if their child has been involved in serious misconduct and to request an appointment. Although there is no legal requirement to seek parental consent for student detention, Sir William Borlase's Grammar School takes the view that it is good practice to do so. Where possible, parents will usually be given 24 hours notice for detentions outside the normal school day.

13. Serious/ persistent breaches of this policy

- 13.1. Allegations, complaints or rumours of serious and/or persistent breaches of discipline should be referred to the Headteacher. The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:
 - 13.1.1. Supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion/advertisement or facilitating supply)/possession/use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on the Misuse of Drugs and Other Substances (see separate policy)
 - 13.1.2. Actual or attempted theft, blackmail, physical violence, intimidation, racism or prejudice based bullying or other potentially criminal offences including being an accessory or conspirator (see separate Anti-Bullying Policy)
 - 13.1.3. Physical or emotional abuse or harassment;
 - 13.1.4. Harmful/inappropriate sexual behaviour, including sexual violence, sexual harassment and upskirting;
 - 13.1.5. Behaviour in contravention of the school's policies on the acceptable use of technologies or online safety; (See separate policy)
 - 13.1.6. Supply or possession of pornography - this includes 'sexting' which includes exchanging explicit text messages and also exchanging images of an indecent nature;
 - 13.1.7. Behaviour which may constitute a criminal offence, such as:



- 13.1.7.1. possession or use of firearms, knives or other weapons;
 - 13.1.7.2. vandalism, defacement and/or destruction of school property
 - 13.1.8. Persistent attitudes or behaviour which are inconsistent with the school's ethos;
 - 13.1.9. Other misconduct which affects the welfare of a member or members of the school's community or which brings the school into disrepute (single or repeated episodes) on or off the school's premises;
 - 13.1.10. Other misconduct specifically provided for in the school's various policies on behaviour and discipline.
- 13.2. Suspensions/Exclusions
- 13.2.1. Any suspension or exclusion would involve parents and the local authority would also be involved. The school considers exclusion to be a very serious measure to take and does not enter into this lightly. Students at home would be provided with work to do during this period. Whenever the Headteacher suspends or expels a student they must, without delay, notify parents of the period of the suspension or exclusion and the reason(s) for it, in accordance with 51A Education Act 2002 and the statutory guidance on Exclusion from maintained schools, academies and student referral units in England 2017.
 - 13.2.2. Permanent Exclusion would only take place 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 in the school.
- 13.3. Investigating poor or inappropriate behaviour/ allegations of poor or inappropriate behaviour
- 13.3.1. An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the school's Behaviour Procedures.
 - 13.3.2. If the findings of the investigation support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the Behaviour procedures
 - 13.3.3. The Sanctions Ladder sets out a non-exhaustive list of possible sanctions which may be imposed for serious and/or persistent breaches of discipline/this policy.
- 13.4. SEND/ Additional Needs
- 13.4.1. Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a student with an Education, Health and Care Plan (EHCP plan) or a Looked After Child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a student's Special Educational Needs and Disabilities (SEND). Where a student has an EHC



plan, the school should consider requesting an early annual review or interim/emergency review.

- 13.4.2. The Headteacher and Local Governing Body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- 13.4.3. Whilst a suspension or permanent exclusion may still be an appropriate sanction, the Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, has mental health issues or has been subject to bullying.
- 13.4.4. The school will make reasonable adjustments for managing behaviour which is related to a student's disability. Staff should seek advice from the Headteacher if they are unsure about how to manage a student's behaviour where this is related to a disability.
- 13.4.5. If there is a concern that a student's behaviour is as a result of unmet educational or other needs, advice should be sought from the Headteacher/SENCO and further action in accordance with the school's Special Educational Needs and Disabilities Policy will be considered.
- 13.4.6. Where a fixed term or permanent exclusion is being considered, the school will ensure that a student with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

14. Safeguarding

- 14.1. Some behaviour by a student towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via child on child abuse. This includes, but is not limited to:
 - 14.1.1. Bullying (including cyber-bullying and prejudice-based bullying);
 - 14.1.2. Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - 14.1.3. Sexual violence and sexual harassment; Sexual or sexist name-calling;
 - 14.1.4. Inappropriate or unwanted sexualised touching;
 - 14.1.5. Taking a picture under a person's clothing, without their consent ('upskirting');
 - 14.1.6. Pressuring, forcing or coercing someone to share nude images (sexting); or sharing a nude image voluntarily.
 - 14.1.7. Initiation/hazing type violence and rituals.
 - 14.1.8. The school's policy and procedures with regard to peer on peer abuse are set out in the school's Child Protection and Safeguarding Policy. If behaviour and discipline matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of students and/or staff, the



procedures in the Child Protection and Safeguarding Policy will take priority.

15. Malicious Allegations against Staff

- 15.1. The school will always take seriously and investigate an allegation made against a member of staff.
- 15.2. Where a student makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy.
- 15.3. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.
- 15.4. The school will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test, there is sufficient evidence that there has been a deliberate act to deceive.

16. Record keeping

- 16.1. Records are kept of both positive and unacceptable behaviour, together with associated rewards or sanctions, totals of which are reported to governors. Appropriate levels of confidentiality within the records are observed. Form tutors and Heads of Key Stage monitor the records to support the academic and pastoral development of students. The two key places in which information is stored are SIMS and CPOMS.
- 16.2. The school will keep a separate record of sanctions imposed for serious misbehaviour. The record includes:
 - 16.2.1. the name and year group of the student concerned;
 - 16.2.2. the nature and date of the offence;
 - 16.2.3. the sanction imposed and reason for it; and
 - 16.2.4. the name of the person imposing the sanction and staff involved.
- 16.3. This record is reviewed regularly by the Senior Deputy Headteacher with the Heads of Key Stage and discussed with the Headteacher so that patterns in behaviour can be identified and managed appropriately; an overview of behaviour trends is also shared with SLT and governors.
- 16.4. The records created in accordance with this policy may contain personal data. The school has a number of privacy notices which explain how the school will use personal data about students and parents. The privacy notices are published on the school's website. In addition, staff must ensure that they follow the school's data protection policies and procedures when handling personal data created in connection with this policy.



17. Searching and confiscation

- 17.1. Under section 91 of the Education and Inspections Act 2006, Sir William Borlase's Grammar School has the general power to discipline a student as appropriate. This general power enables the Headteacher or a designated senior member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where it is reasonable to do so. This right is compatible with article 8 of the European Convention on Human Rights that states students have a right to respect for their private life.
- 17.2. The Headteacher or authorised staff have the statutory power to search a student or their possessions without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. There is no requirement to inform parents or seek their consent before a search is undertaken.
- 17.3. Prohibited items are named, but not limited to:
- 17.3.1. knives or weapons;
 - 17.3.2. alcohol;
 - 17.3.3. illegal drugs or drugs paraphernalia;
 - 17.3.4. stolen items;
 - 17.3.5. cigarettes, tobacco and cigarette papers; vaping equipment
 - 17.3.6. fireworks;
 - 17.3.7. pornographic images or articles;
 - 17.3.8. 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 the property of any person (including the student)
- 17.4. Students will be required to disclose their password for a phone/device where a staff member has reasonable belief that the phone contains evidence of a breach of this policy or evidence of an offence, personal injury or damage to property. If they refuse to disclose it, this would then be in itself a breach of this policy for which a sanction will be imposed. Where it is suspected the phone contains evidence of an offence, it will be seized and handed over to the police.

18. Searching and Confiscation of Drugs/suspicious substances

- 18.1. See separate policy -Drugs Awareness and Response Policy

19. Use of reasonable force

- 19.1. The school has a separate positive handling policy
- 19.2. The use of force is considered reasonable if it is proportionate to the consequences it is intended to prevent. If a student is considered to be at great risk of hurting themselves or others, all members of school staff have a legal power to use reasonable force without parental consent; this power also applies to people



temporarily placed in charge of students by the Headteacher, such as parents accompanying school visits.

- 19.3. Reasonable force can also be used to prevent students from damaging property or from causing disorder. Circumstances in which force might be appropriate include, but are not limited to:
- 19.3.1. Removing a disruptive student from the classroom/ school event where their behaviour affects others and instruction to leave has been ignored.
 - 19.3.2. Preventing a student leaving a classroom where allowing them to leave would risk their safety or that of others;
 - 19.3.3. Preventing a student attacking another person;
 - 19.3.4. Stopping a fight.
- 19.4. Corporal Punishment is never used and force is never used as a form of punishment.

20. Power to discipline 'beyond the school gate'

- 20.1. This policy and the associated procedures extend to all non-criminal unacceptable student behaviour, which might occur off the school site and is witnessed by a member of staff or reported to the school. The policy applies when the student poses a threat to others or adversely affects the reputation of the school and is: taking part in any school-organised activity; is part of a school visit whether in or outside the UK; travelling to or from school; wearing school uniform; or identifiable as a student at the school.

21. Involvement of outside agencies

- 21.1. When appropriate, the school will seek the support of outside agencies in implementing procedures to ensure the needs of every student are met. Records of referrals to outside agencies will be maintained, and all relevant staff will be kept informed. Examples may include educational psychologists, behaviour support services, child protection agencies, the police, social services and education support officers.

22. Risk Assessment

- 22.1. In the event of serious misconduct the staff member leading this (the Senior Deputy Headteacher/ Headteacher will risk assess the actions taken in conjunction with the appropriate Head of Key Stage)
- 22.2. 17. 2 Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 22.3. The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of a student safety plan/ behaviour report as appropriate).



- 22.4. The Headteacher has overall responsibility for ensuring that matters which affect student welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.
- 22.5. Day-to-day responsibility for carrying out risk assessments under this policy will be delegated to the Heads of Key Stage under the supervision of the Senior Deputy Head or the DSL.



Te Digna Sequere - Follow Things Worthy

	Responsibility (1 SIM point)	Respect			Integrity			
Dealt with by teacher and/or tutor. Repetition escalates to a HoD/HoK issue and the potential use of 'on report' system.	Lacking the correct equipment: book, BYOD, kit	Using offensive language	Lateness to lesson/tutor time	Poor uniform or appearance	Acting without care for the school environment	Act of unkindness to others	2 SIMS points leads to a same day lunchtime detention	2
Dealt with initially by HoKS. Senior Deputy Head involved where warranted. Parental contact likely to support change to student behaviour.	Visible mobile phone	Disrupting learning	Silly behaviour	Chewing gum	Eating in a non-eating area			
Immediate involvement of HoKS. Senior Deputy Head and Head informed and involved where necessary. Potential involvement of external agencies. Parental contact certain.	Cheating in a test or breaking exam regulations	Dishonesty, lying	Use of offensive language directed at another student	Repeat or persistent infractions at 2 SIMS point level	3 SIMS points leads to an after school detention with a member of SLT. We also make use of withdrawal of privilege as a sanction.			3
HoKS involved and informed. Senior Deputy Head and Head likely to be involved. Involvement of external agencies likely. Parental reintegration meeting likely.	Misuse of BYOD, IT or social media	Degrading or damaging the school environment	Repeated or more serious unkind behaviour: child-on-child abuse					
HoKS, Senior Deputy Head and Head working with external agencies such as the Police.	Serious breach of school rules or policies or breaking of an agreed behaviour support plan	Discriminatory language or behaviour	Use of offensive language directed at a member of staff	Truancy				
	Disobedience or insolence	Fighting	Acting in a way that could endanger the health or safety of others or cause significant damage				Breaches of the school's expectations and values at this level are an extremely serious matter. Resolution may include the use of alternative learning provision and specialist education or behaviour management interventions. Behaviour in these categories may lead to sanctions up to and including suspension or permanent exclusion.	5
	Malicious use of technology to cause hurt or offense	Theft	Violence, or the threat of violence	Bullying	Malicious allegation against a staff member	An act that brings the school into disrepute		
	Possession or consumption of alcohol, tobacco or vapes	Harmful sexual behaviour, including harassment and upskirting	Reckless or irresponsible conduct leading to damage, injury or serious risk to health					
	Possession or consumption of drugs	Possession of a weapon	Serious actual violence against a student or member of staff	Sexual abuse or assault of a student or member of staff				



Appendix 2

Home School Agreement

Senior Leader Review Lead : Headteacher, Kay Mountfield

Last Reviewed: September 2022

Review date: September 2023

For review by: PDW /FGB

Chair PDW: Gill Towell



Sir William Borlase's Grammar School

Home/School Agreement

The parent(s)/ carer(s) will

Ensure that my child attends school as required by law and as set out in the School Attendance Policy.

Ensure my child is on time, properly equipped and wearing their school uniform in line with school guidance.

Make the school aware of any concerns or problems that might affect my child's wellbeing, behaviour or academic work.

Communicate with the school using the school's parent email parents@swbgs.com when contacting teachers.

Notify the school of any absence due to illness by informing the school in line with parent guidance and the Attendance Policy.

Notify the school of changes to financial circumstances if this requires support from the school.

Notify the school of any changes to family circumstances/ communication details that might affect the school's ability to contact you.

Comply with the Attendance Policy on Leave of Absence unless there are exceptional circumstances discussed in advance.

Talk to the School if I have any concerns regarding the safeguarding or safety of any student.

Support the school's policies and guidelines for behaviour.

Support the school's teaching of values - Respect, Responsibility, Integrity, Courage, Kindness, Aspiration and Enthusiasm.

Attend parents' evenings, information evenings and discussions about my child's progress.

Engage with feedback on progress and encourage my child in independent and home-learning.

Check and sign the student planner each week.

Engage with advice and guidance from school about student well-being. E.G advice on e-safety, monitoring use of social media, health and well-being issues.

Get to know about my child's life at the school.

Signature(s)



The school will

Set high expectations of students in terms of learning, commitment, behaviour and appearance.

Make clear the school's values of Respect, Responsibility, Integrity, Courage, Kindness, Aspiration and Enthusiasm.

Provide a pastoral system to support the wellbeing of pupils.

Provide a range of opportunities to support personal development.

Monitor pupils in line with Safeguarding requirements to keep pupils safe at school.

Contact parents if there is a problem with attendance, punctuality or bringing books/ equipment.

Let parents know about any concerns or problems that affect their child's work or behaviour including SEND (see separate policy)

Provide a broad, balanced curriculum.

Communicate assessments in line with the school's Assessment and Reporting System.

Set, mark and monitor homework and provide facilities for children to do homework in school.

Arrange Parents' Interviews during which progress will be discussed.

Keep parents informed about school activities through the website, Friday mailings, newsletters and special notices.

Signature (Headteacher)



The pupil, I shall

Attend school regularly and on time.

Bring all the equipment I need every day and wear the appropriate, smart school uniform.

Concentrate and contribute positively in class and complete my classwork and homework to the best of my ability; strive to achieve the highest ATL (Attitude to Learning) standards

Enable fellow students to learn in a calm and ordered environment.

Treat all staff and pupils with respect and courtesy.

Consider the needs of others.

Observe the school's rules and guidelines on behaviour.

Observe the school's values of Respect, Responsibility, Integrity, Courage, Kindness, Aspiration and Enthusiasm.

Follow instructions given by members of staff.

Respect the school environment.

Talk to a parent, teacher or learning support staff about any significant concern or problem.

Talk to the school about any concerns regarding their safety or the safety of others.

Not act in a manner that may lead to the injury or hurt of another student or member of staff. This includes actions of a physical, emotional, sexual, and racial or cyber nature.

Not speak in a manner or use language that may offend or hurt another student or member of staff. This includes sexist, racist, faithist or other deliberately prejudicial language in person or via other media.

Signature



Appendix 3

Behaviour in the Sixth Form

The culture framework for the Sixth Form is modelled on the procedures used in the workplace. This is in recognition of the fact that Sixth Form students are young adults and need to be prepared to enter the adult world during their time in Sixth Form.

We want to promote positive behaviours in Sixth Form and to emphasise the importance of positional leadership and the demonstration of character and school values. For the most part students at Borlase do demonstrate these values, however on occasion some students may need different types of support put in place for them, and with them.

Students may be referred to the behaviour framework for one of two reasons:

1. Inappropriate behaviour
2. Academic underperformance and attitude to learning

There is a sequential, graduated system of sanctions. However, for serious offences, one or more steps in this sequence may be omitted.

1. **Informal Warning** given by a subject teacher or a form tutor. This is not recorded on the student's file and may not be reported to the Head of Sixth Form. If deemed appropriate, the teacher or tutor may contact a student's parents/carers and inform SSO or HoK. Sanctions may include supervised study periods.
2. **Official Verbal Warning** given by Head of Department or Head of Year. If given by a Head of Department, the student's Head of Sixth Form is to be informed so that a note can be recorded on the students' file. Official Verbal Warnings are only to be issued in a private meeting, i.e. not in a classroom in front of other students, and the parents/ carers are to be informed by telephone as a matter of courtesy. Possible sanctions may include temporary suspension from privileges or use of Sixth Form facilities, or being placed on report. Official Verbal Warnings are valid for the current term. A "clean slate" policy will be used i.e. at the beginning of each new term,
3. **Official Written Warning.** If a student receives two or more Official Verbal Warnings in a term, they will be issued with an Official Written Warning and placed on a Learning/Behaviour Contract. This will detail the actions required by the student to correct the identified issues. The Learning/Behaviour Contract is an agreement made between the Head of Sixth Form and the student. Parents/carers will be asked to attend a meeting so they are aware of the requirements of the Contract. If the Learning/Behaviour Contract is breached, further sanctions will be applied. The time period for the Learning Contract will be agreed between the Head of Sixth Form and the student.

