



SIR WILLIAM BORLASE'S  
GRAMMAR SCHOOL

# Behaviour for Learning Policy

Senior Leader Review Lead : Deputy Headteacher, James Simpson

Approved: October 2021

Review date: October 2023

For review by: PDW /FGB



*Inspire  
Empower  
Shape The Future*

## **Introduction**

### **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 supportive and effective learning environment where everyone can thrive and achieve.
- 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 and Kindness towards each other, to the school staff, to the school environment and to members of the wider community.
- 1.4. All parents/ guardians must 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 for Learning Policy**

- 2.1. To promote the already good behaviour of our students and encourage outstanding behaviour.
- 2.2. To reward all students who demonstrate outstanding behaviour, including smart appearance and behaviour that supports their own and others' academic progress.
- 2.3. 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 for Learning Policy**

- 3.1.1. To promote an environment that supports enthusiastic and effective teaching and learning and creates confident, successful learners.
- 3.1.2. 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.



- 3.1.3. To enable students to develop a sense of self worth and to regard others with mutual respect and tolerance.
- 3.1.4. To produce an environment in which students feel happy, safe, and respected.

#### 4. Responsibilities

- 4.1. **Students** are expected to take responsibility for their own behaviour within academic and social time across the school, and when representing the school outside. Their behaviour should always be outstanding embracing the school values and motto - Follow Things Worthy of Yourself.
- 4.2. **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.
- 4.3. **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.
- 4.4. **The Deputy Headteacher and Assistant Headteacher DSL/Behaviour** are responsible for ensuring everyone understands the policy and procedures linked to this policy.
- 4.5. **The Headteacher** is responsible for the implementation of this policy and associated procedures, for ensuring consistent application across the school and for supporting staff in their handling of disciplinary situations.
- 4.6. **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 outstanding behaviour. They will ensure that the policy and expectations are communicated effectively to parents and students by the school.

#### 5. Operating principles

- 5.1. The policy will be reviewed annually and adjusted in light of operational experience.



- 5.2. The whole staff will be briefed annually on the Behaviour for Learning policy. This will be via Inset and through availability on the Staff Information Centre.
- 5.3. Students will be briefed termly on the Behaviour for Learning policy through tutor time sessions
- 5.4. Copies of the departmentally agreed Behaviour for Learning rules will be displayed in appropriate classrooms. The Head of Department leads the expectations and management of classroom behaviour within their department.
- 5.5. The policy will be published on the website in the public domain.
- 5.6. All staff, together with Governors, 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.

## 6. Managing Behaviour

### 6.1. Positive Behaviour At Sir William Borlase's Grammar School

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 encouraged to take responsibility for themselves and others, their learning, and for the environment by:

- Taking responsibility for their actions;
- Demonstrating understanding, kindness and respect towards others;
- Speaking to one another with courtesy, being thoughtful and respectful of the language they use.
- Responsibly using communication technologies including social media;
- Respecting other people's possessions;
- Respecting the school's environment, ensuring it is a clean, safe and pleasant place in which to work and learn.

We recognise:

- 6.1.1. A positive, enthusiastic attitude to learning.
- 6.1.2. Commitment and reliability.



- 6.1.3. Support and voluntary contributions to academic departments and tutor time.
- 6.1.4. Positive contributions to wider aspects of school life.
- 6.1.5. Leadership and responsibility.
- 6.1.6. Concern for others.
- 6.1.7. Success and achievements by individuals and teams within and outside school.

**We reward positive behaviour with:**

- 6.1.8. Verbal praise and positive feedback.
- 6.1.9. House Points.
- 6.1.10. Additional opportunities where appropriate.
- 6.1.11. Prizes at Speech Day
- 6.1.12. Sports Colours, Arts Awards, Departmental Awards
- 6.1.13. Mentions in assemblies and newsletters and Twitter.

**6.2. Consequences of Unacceptable Behaviour At Sir William Borlase's Grammar School**

- 6.2.1. 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.
- 6.2.2. We implement a range of sanctions for unacceptable behaviour which are outlined in our Behaviour Sanctions Ladder (Appendix 1 see below):
- 6.2.3. Parents will be contacted promptly by the school to notify them of after school detentions, requests for interviews or to report misbehaviour. 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.



### 6.3. **Bullying At Sir William Borlase's Grammar School**

6.3.1. We have a specific Anti Bullying Policy

### 6.4. **Record keeping**

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.

### 6.5. **Searching and confiscation**

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.

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.

#### **Prohibited items are:**

- 6.5.1. knives or weapons;
- 6.5.2. alcohol;
- 6.5.3. illegal drugs;
- 6.5.4. stolen items;
- 6.5.5. tobacco and cigarette papers;
- 6.5.6. fireworks;
- 6.5.7. pornographic images or articles;



- 6.5.8. 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)

This is not an exhaustive list.

## 6.6. **Searching and Confiscation of Drugs/suspicious substances**

See separate policy -Drugs Awareness and Response Policy

## 6.7. **Use of reasonable force**

- 6.7.1. The school has a positive handling policy
- 6.7.2. 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.
- 6.7.3. 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:
- 6.7.3.1. Removing a disruptive student from the classroom/ school event where their behaviour affects others and instruction to leave has been ignored.
  - 6.7.3.2. Preventing a student leaving a classroom where allowing them to leave would risk their safety or that of others;
  - 6.7.3.3. Preventing a student attacking another person;
  - 6.7.3.4. Stopping a fight.

## 6.8. **Detention**

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.

#### 6.9. **Power to discipline ‘beyond the school gate’**

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.

#### 6.10. **Involvement of outside agencies**

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.



Appendix 1

Te Digna Sequere - Follow Things Worthy								Aspiration	Responsibility
Enthusiasm	Integrity	Respect	Kindness	Courage					
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	Disrupting learning	Lateness to lesson/tutor time	Acting without care for the school environment	Using offensive language	Poor uniform or appearance	2 SIMS points leads to a same day lunchtime detention	1	
	Poor attitude to homework	Visible mobile phone	Silly behaviour	Chewing gum	Eating in a non-eating area	Breaking coronavirus protocols		2	
Dealt with initially by HoKS, and Assistant Head Pastoral and Behaviour where warranted. Parental contact likely to support change to student behaviour.	Cheating in a test or breaking exam regulations	Dishonesty, lying	Use of offensive language directed at another student	Degrading or damaging the school environment	Repeat or persistent infractions, including of coronavirus protocols	Unkind behaviour	3 SIMS points leads to an after school detention with a member of SLT	3	
		Misuse of BYOD, IT or social media							
Immediate involvement of HoKS and Assistant Head Pastoral and Behaviour. Deputy Head and Head involved where necessary. Potential involvement of external agencies. Parental contact certain.	Serious breach of school rules or policies or repetition of previous infractions	Discriminatory language or behaviour	Use of offensive language directed at a member of staff	Truancy	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 an including fixed term exclusion.	5	5		
		Disobedience or insolence	Fighting	Acting in a way that could endanger the health or safety of others, (including Covid 19 or cause significant damage)					
HoKS involved and informed, working with Assistant Head Pastoral and Behaviour. Deputy Head and Head likely to be involved. Involvement of external agencies likely. Parental reintegration meeting.	Malicious use of technology to cause hurt or offense	Theft	Violence, or the threat of violence	Bullying	An act that brings the school into disrepute	Reckless or irresponsible conduct leading to damage, injury or serious risk to health	5		
	Possession or consumption of alcohol or tobacco	Acts, or possession of materials, of an indecent or sexual nature							
Assistant Head Pastoral and Behaviour, Deputy Head and Head working with external agencies such as the Police.	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	Behaviours that are likely to render the student's continued attendance at Borlase impossible.				



Appendix 2

# Home School Agreement

Senior Leader Review Lead : Headteacher, Kay Mountfield

Last Reviewed: September 2021

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.

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](mailto:parents@swbgs.com) when contacting teachers.

Notify the school of any absence due to illness by calling Matron (Key Stage 3-4) or the Student Support officer (Key Stage 5) in line with parent guidance and the Attendance for Learning 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 Governors' policy on Leave of Absence unless there are exceptional circumstances which have been discussed with the school 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 work place. 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.

