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The Gregg School Behaviour & Discipline Policy		Issue Date: September 2022
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1. Introduction:

At The Gregg School we attach the utmost importance to encouraging students to manage their own behaviour and to acting responsibly across the whole site. We believe in utilising a balance of rewards and sanctions to ensure students clearly understand what is expected of them. The school rejects the use of corporal punishment.

2. The Aims of our Behaviour and Discipline Policy are:

- To promote a positive self image, mutual respect and courtesy towards all members of the school community.
- To promote responsibility for the student's own behaviour and the effect it has on others.
- To promote restorative opportunities to ensure that a student has gained a greater understanding and learnt from previous mistakes
- To promote rewards for personal and academic achievement and contributions to the school community.
- To have a clear, fair and consistent system of rewards and sanctions.

3. The Values of The Gregg School, our code of conduct

We expect all members of the school community to follow this code of conduct both inside and out of school.

4.1 Care

As a caring school, it is important to be friendly, courteous, helpful and polite to all members of the school community and to visitors.

4.2 Respect

Every member of the school community is entitled to respect, and all of us should show respect to people, property and the school environment.

4.3 Responsibility

It is important to take responsibility for our own attitude and behaviour at all times and to consider the consequences of our words and actions.

4.4 Hard work

It is important to do our best at all times both with classwork and homework as well as extracurricular activities.

4.6 Honesty

We must be able to trust each other and be truthful and trustworthy in what we say and do.

4.7 Co-operation

In our school it is important that everyone works together to uphold these values in order to create a spirit of harmony.

4. Classroom Expectations

All students should

- Arrive punctually to lessons
- Years 7, 8 and 9 should line up outside the classroom (where appropriate)
- Bring the correct equipment and homework diary to the lesson
- Listen attentively when the teacher is talking
- Listen attentively when other students are contributing to the lesson
- Follow instructions sensibly
- Raise a hand and wait to be invited to speak
- Value each member of the class by supporting each others' contributions.
- Say good morning / afternoon as appropriate.
- Not expect to leave the classroom to visit the toilet
- Be allowed to drink bottled water after asking the teacher's permission, where appropriate.

5. Rewards

6.1 We as a school wish to promote self-respect and self-esteem through rewarding good work, good behaviour and effort. We will do this through a clear and fair system of rewards (**See Appendix 1 for Rewards System**).

6.2 Students will receive **praise** from teachers for good work, effort, respectful acts and behaviour.

6.3 Academic Reward

- Learning Habit stickers will be awarded by the teacher to recognise and reward a student who has exercised one or more of the habits of mind promoted by the school:

Learning Habits at KS3



Grit = when a student perseveres with an activity, which they find difficult or over a number of lessons before gaining a full understanding.



Challenge = when a student takes on a challenge activity in class or really pushes their effort forward



Flying Solo = when a student shows independence of thought or action whether successful or not, which enables them to push their learning forward



Link = when a student is able to make a link between concepts and ideas in your lesson. It can be comparison between subjects, topics, different skills or knowledge, or between now and then.



Eureka = when a student has a 'genius' idea or a 'eureka' moment which shows great creativity or problem solving



Pinpoint = when a student applies accurate subject terminology or knowledge & understanding or reflects and improves on their work.



N.B There are no hard rules about when and which stickers to award – the most important principle is we reward student's effort and are able to explain to them why we have used a particular Learning Habit.

Learning Habits at KS4



Resourceful = when a student problem-solves, perseveres or is able to sort out an issue independently to enable their learning to move forward.



Link = when a student is able to make a link between concepts and ideas in your lesson. It can be comparison between subjects, topics, different skills or knowledge, or between now and then.



Challenge = when a student takes on a challenge activity in class or really pushes their effort forward



Pinpoint = when a student applies accurate subject terminology or knowledge & understanding or reflects and improves on their work.



N.B There are no hard rules about when and which stickers to award – the most important principle is we reward student's effort and are able to explain to them why we have used a particular Learning Habit.

- All Learning Habits will be recorded in the “planner” by the awarding teacher and **added to Sims by the tutor. All tutors must ensure that the Learning Habit totals are added to Sims on a regular basis (e.g. fortnightly basis).**

6.4 Senior Teacher Commendations

Students will receive this commendation for:

- 50 Learning Habits
- An excellent piece of work or excellent effort that goes beyond the minimum, including HPL and SEND students. The STC is difficult to earn, but can accumulate throughout the year.

Students will receive a certificate and the achievement will be recorded in the “planner” by the awarding teacher **and then added to Sims by the tutor.**

6.5 Headteacher’s Commendation

Students receive this commendation for:

- An outstanding piece of work and/or effort that stands out above and beyond expectations and above the rest of the cohort. Only 10 to 15 of these will be awarded by a member of teaching staff a year. The student will receive a certificate and enter their name in the Headteacher’s Commendation Book. A Headteacher’s Commendation is recognised by the school as a prestigious achievement.

6.6 The Wider School Community

Students will collect **Respect Points** for exhibiting thoughtful, respectful, polite and kind behaviours such as:

- being respectful (e.g. opening doors for others)
- an act of kindness
- standing up for a friend
- helping others
- being very polite
- exemplary behaviour on the buses

6.7 3 Respect Points will be awarded for supporting the school with the following:

- a charity event (e.g. bake sale)
- taking part in a House Event (e.g. House Dance)
- contributing to the local community (e.g. raising money for local charities)
- acting as a tour guide at Open Morning

All Respect Points will be recorded in the “planner” by the awarding teacher and **added to Sims by the tutor. Again the totals for the Respect Points must be added up on a regular basis at least fortnightly).**

6.8 Students will collect a **Mercury** for the following:

- 30 Respect Points
- 5 House Events
- Helping at Open Evening or a Saturday Open Morning
- More than 2 hours of service for the school (e.g. Performing or reading at the Carol Service)

Every time a student receives a **Mercury** it will be recorded in the “planner” by the awarding teacher and **added to Sims by the tutor**. A **Mercury** will then be sent home by SJW (this will be done on a fortnightly basis).

6.9 Valor Award

- **The Valor Award** is presented to students who complete 36 hours or more of co-curricular commitment over the year.
- **The Valor Additus Award** is presented to students who have given 36 hours of Commitment and taken part in the following:
 - Year 7 – JASS* Silver Award
 - Year 8 – JASS* Gold Award First Aid course
 - Year 9 – JASS* Gold Award or First Aid or Language Leaders or Maths Ambassadors
 - Year 10 – Duke of Edinburgh Practice Expeditions or Maths Ambassadors
 - Year 11 – Duke of Edinburgh Assessed Expeditions

(* JASS is the Junior Award Scheme for schools and is a precursor to the Duke of Edinburgh Award)

6.10 At the end of each academic year, the accumulation of the rewards are celebrated at the Achievement Award Ceremony. The following benchmarks of achievement are recognised:

- | | |
|---|----------------|
| • 5 Mercury/Senior Leader Commendations | Bronze Award |
| • 10 Mercury/Senior Leader Commendations | Silver Award |
| • 15 Mercury/Senior Leader Commendations | Gold Award |
| • 20+ Mercury/Senior Leader Commendations | Platinum Award |

6.11 There is also an award given to the student in each year with the most Valor hours accrued.

6.12 House Points are collected throughout the year. At the end of each academic year, the House with the most points will be awarded the House Trophy. A House Point Totals Board will display the current totals for each House.

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7 Sanctions – in the classroom (see Appendix 2 – Sanctions Ladder)

Sanctions are available to all teachers in order to maintain discipline. These sanctions will be consistently applied across the school. In the classroom, the escalation of sanctions will be:

- A **Reprimand** – this will usually be all that is needed
- **Moving the student** to another place in the room or **talking to the student** at the end of the lesson or outside
- A **debit** recorded in **Sims**
- If the behaviour continues, please refer to **Appendix 2 – Sanctions Ladder**

8. Use of Debits – behavioural

- These are issued for:
 - Unsatisfactory uniform after warning
 - Forgetting equipment after warning
 - Inappropriate behaviour in classroom, at break or on the bus
 - Dropping litter
 - Eating in the wrong place
 - Lateness to lessons (5+ mins)
 - Lack of effort after warning
 - Repeated minor offences
 - Or at the discretion of the teacher
- The debit is added to **Sims by the teacher who issued it with a reason**. Whole class debits should never be issued.
- Six behavioural debits during a half term results in a Friday afternoon detention. Tutors add the 6 debit detention to Mantis and refer this to the Head of Year who will issue the detention. A letter will be sent to parents from the Office informing parents of the reason for the detention and its date and time. The office staff will add the 6 debits to Sims for a student. (**See Appendix 3 Tutor Sanctions Ladder**)
- More serious incidents can also lead to 6 debits (and therefore a Friday afternoon detention). These incidents include:

- being removed from a classroom for disruptive behaviour
 - being 'out of bounds'
 - chewing gum
 - using a mobile phone in school
 - damage to school property
 - swearing
 - defiance and rudeness
- It is the responsibility of the member of staff who issues the Friday afterschool detention to put the detention on Mantis and refer this to **the Head of Year** so a letter can be sent home to parents. **The office staff will add the 6 debits to Sims.**
 - It is recognised that debits are only effective if used sparingly. One debit should be given at one time and a reason for this should be added to **Sims.**

8.1 Students are sometimes placed 'on report' by a HOY.

- The HOY will inform the parents of the action to be taken and of the reason.
- A student is usually placed 'on report' because of unacceptable behaviour/falling achievement in the classroom. At the start of each new lesson, the student who is on report should present that report to the teacher.
- If a student fails to complete their report for any reason then the matter must be referred to the tutor / HOY as appropriate in order to contact parents.
- Sometimes a student's HOY might need an update on Student Progress or behaviour in order to report to parents. When such reports ("Round Robins") are requested, it is essential that all staff respond as quickly as possible, providing the right information.

9. Use of debits – overdue work

- These are issued for pieces of work that are overdue. Usually this applies to late or incomplete homework. These are added to **Sims by the teacher issuing the debit.**
- Two overdue debits from the same teacher during a half term will lead to a half hour subject detention which will take place at lunchtimes. Failure to attend this detention results in the student attending an afternoon detention set by the Head of Department. The subject teacher or Head of Department should ensure parents are kept informed. Further issues regarding overdue work will be referred on to the HOY for consideration to be placed in a Friday detention.
- Six overdue work debits within a half term results in a Friday afternoon detention. The detention is issued by the tutor and forwarded to the **Head of Year via Mantis**, to ensure a letter is sent home to parents informing them of the reason for the detention and its time/date.

10. Detentions

- Friday afternoon detentions take place from 3.45pm to 4.45pm. The detention is overseen by the Headteacher or a member of SLT and takes place in Room 2.
- Students in Behavioural Detention spend the time completing written work that encourages them to reflect on their behaviour. Students in Overdue Work Detention catch up on missed homework or should be given work to do by the member of staff who has given the detention.
- Any student who has two or more either behavioural or Overdue Work detentions will have their parents contacted by the Head of Year and invited in for a meeting.
- The third Behavioural or Overdue Work detention in a term can result in a Saturday morning detention. This will run from 9.00am – 11.00am. The students will wear full school uniform. It will be supervised by two members of staff (normally SLT). A Saturday morning detention can also be given at the discretion of a member of the SLT.

11. Serious incidents:

11.1 Fighting, theft, bullying, smoking and the use and/or possession of alcohol, drugs, smoking materials / equipment or offensive weapons and offensive behaviour towards a member of staff must immediately be reported to the appropriate Head of Year, who will inform the Deputy Head and SLT. Fighting, theft and possession of offensive weapons will be dealt with at the discretion of the SLT depending on the seriousness of the incident. For smoking and alcohol and drug possession, please refer to the school's Drugs Policy and for bullying, refer to our Anti-bullying Policy.

11.2 If a student is suspected of being in possession of an offensive weapon or other items of an illegal nature, the school reserves the right to search the student and confiscate the items and the police may be informed if the school deems it necessary.

11.3 A search will be carried out by two members of staff and only outer clothing will be removed. (Please refer to the School's Drugs Policy for further clarification).

11.4 An accumulation of repeated bad behavioural incidents after warnings and Head of Year interventions will also be deemed a serious incident.

11.5 Sanctions for serious incidents will be determined by the Headteacher in consultation with SLT and the Head of Years.

11.6 A serious incident that has demonstrated a lack of respect or tolerance towards another student or member of staff will be sanctioned accordingly and where possible followed up with a restorative meeting so that the offending party can gain a greater understanding and learn from the experience whilst the other has an opportunity to gain closure to the situation.

12. Classroom management

- Effective lessons are likely to be those in which students are fully engaged, make good progress, are well motivated, result in improved attainment, are enjoyable and provide for all types of learner.

- The Learning Objectives of the lesson should be clear and the teacher should be organised and the lesson well resourced. The aims of the lesson should be clear and tasks differentiated to encourage effort and commitment from all students.
- There should be appropriate pace and a variety / balance of activity that allows for extension and Independent Learning.
- Teachers should encourage, challenge, respond enthusiastically and give clear guidance about how students can improve their work.
- Books should be regularly marked and students should expect to receive quality feedback on a regular basis about their work.
- Teachers should always take a lesson register and make sure that they know the days that students have been absent from their lessons.

12.1 Our aims are

- to continually strive to improve the quality of Teaching and Learning for all students,
- to support effective classroom management,
- to provide stimulating opportunities for learning in lessons,
- to contribute towards improved whole school effectiveness.

12.2 Guidance for staff

- Be well prepared for lessons
- Keep everyone 'on task' and interested
- Extend and motivate all students
- Differentiate
- Set work every week and mark promptly and constructively
- Use regular and different types of assessment to inform progress and teaching

12.3 In more detail this is likely to mean that you

- arrive in the classroom before your group and begin on time;
- ensure that students line up quietly before they can go into the room;
- start the lesson in a cool, professional manner, say good morning/ afternoon and then ask them to sit down;
- get to know your students by name and make sure that you understand their individual learning needs and requirements;
- be completely prepared for the lesson and have resources ready;
- abide by and apply fairly the code of conduct from Day 1 and adhere to it;
- model high standards of courtesy and behaviour that are expected from students;
- ensure that all students are able to fully participate in the lesson;
- emphasise the positive, including praise for good behaviour / good work;
- make sparing, fair and consistent use of reprimands and target the right student;
- criticise the behaviour, not the individual;

- use private rather than public reprimands where possible;
- avoid sarcasm and threats which are not subsequently carried out;
- make sparing, fair and consistent use of punishments and keep your Head of Department informed
- inform the Head of Department or Tutor about any incidents / causes for concern (**see Sanction - in the classroom above and Sanctions Ladder Appendix 1**)
- avoid whole group punishment and humiliation;
- keep to time in the lesson and finish promptly;
- make sure the class is settled and leaves your lesson dressed smartly and in an orderly fashion;
- reflect on your classroom practice and learn from it.

The way in which we communicate our aims with students and the consistency with which we apply rules will enable whole school progress. This means that **EVERY** member of staff is responsible for all aspects of our students' learning experience.

13. Management of movement around school

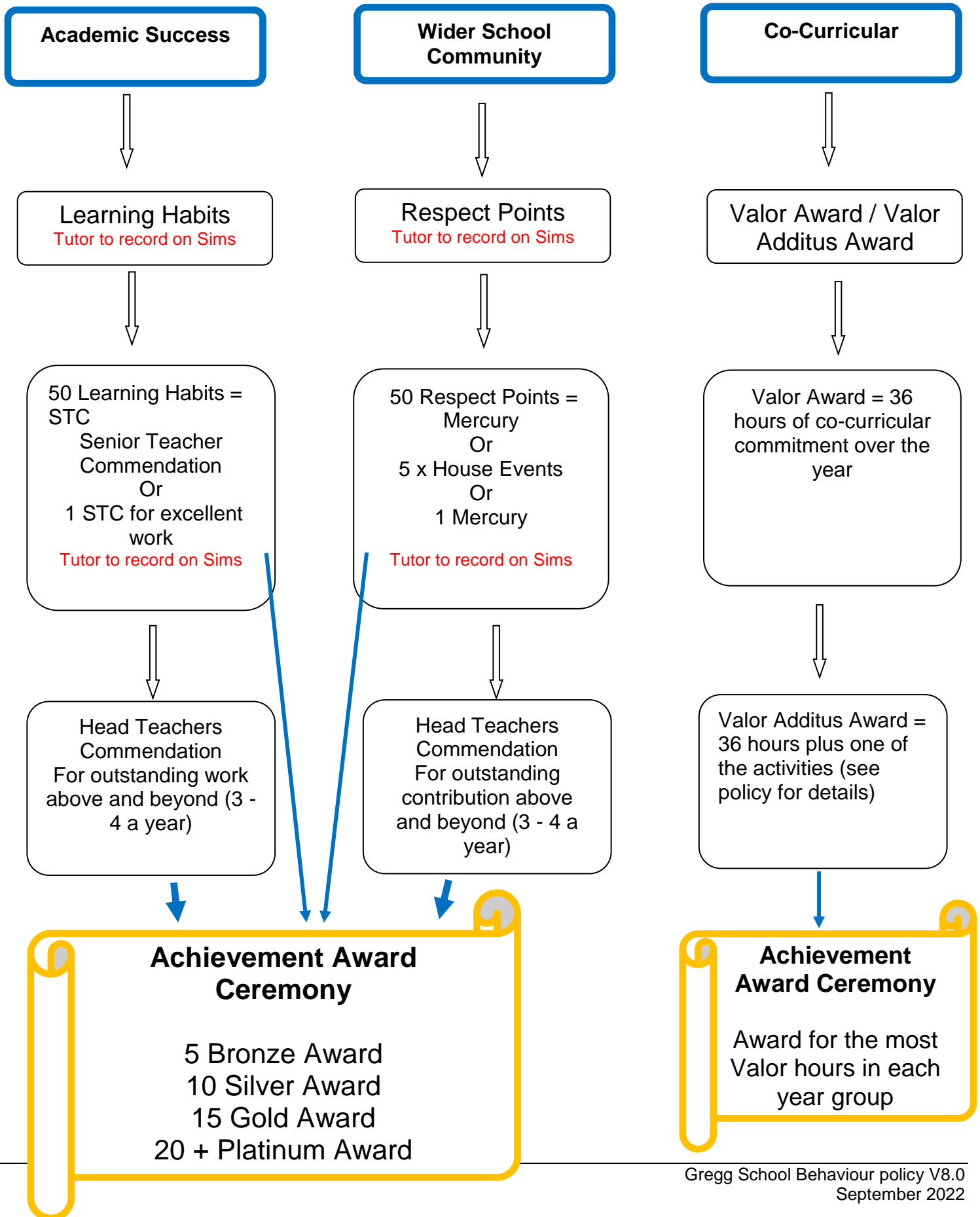
- Students should walk on the left, give way to staff and walk quietly in single file.
- Encourage students to move swiftly between rooms, emphasising no pushing, shoving or shouting

14. Expectations in assemblies

- All students should line up and go into assembly in silence.
- All tutors should accompany their tutor group to assembly.
- Non-tutors assigned to a particular year group should be present from the beginning in the Hall to enforce the silence rule.

(Appendix 1)

Rewards System



Sanctions Ladder

Appendix 2

Step 4

- Serious behaviour incident or repeated bad behaviour (Step 1 - 3 exhausted) please refer to HOY. **(Add to Sims)**
- If serious incident deserves a 6 debit detention, please discuss with HOY **(teacher to Mantis the 6 debit referral to HOY)**
- Serious incident or continued bad behaviour will be sanctioned after discussion with SLT and parents. **(Add to Sims)**

Step 3

- Repeated offence in same subject, HOD to set an after school detention and/or put student on a subject report **(add to Sims and HOD to add history of previous sanctions here)**
- HOD to inform parents of these actions **(add to Sims)**

Step 2

- Repeated offence in first instance teacher set lunch detention and inform HOD **(add to Sims)**
- If this continues, HOD discusses matter with student and sets a break/lunch detention **(add to Sims)**. Parents to be informed by email and tutor copied in.

Step 1

- Warning/reprimand
- Move location
- Talk one-to-one with student
- Debit **(add to Sims with reason)**



Appendix 3 – Tutor Sanctions Ladder

