

Behaviour Protocol

Ramsey Grammar School



Approved by: SLT and Governors

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Reviewed by: Ben Eyres

Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	4
6. Student Expectations.....	5
7. Rewards and sanctions.....	6
8. Behaviour management.....	6
9. Pupil transition.....	7
10. Training.....	7
11. Monitoring arrangements.....	7
12. Links with other policies.....	7
Appendix 1: written statement of behaviour principles.....	8
Appendix 2: Behaviour Points.....	9
Appendix 3: Flow Chart for Behaviours.....	10
Appendix 4: RGS Behaviour Ladder.....	11

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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 IOM Department for Education Sport and Culture and:

- IOM Equality Policy 2017
- DESC Suspension Policy
- IOM Education Act 2001
- Continuum of Learning and Inclusion for Secondary Schools (COLI)

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or Weapons
 - Alcohol
 - Illegal Drugs
 - Stolen Items
 - Tobacco, related products or vapes
 - Fireworks
 - Pornographic Images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Physical – hitting, kicking or damage to property
Verbal – e.g. name calling, insulting, sexist, racial or LGBT+
Indirect – spreading nasty stories or rumours, excluding someone from the group.
Cyber – sending comments by text, e- mail, message (e.g. snapchat) or posting on social media platforms

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-bullying policy which can be found on the RGS Website

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy’s effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the school governors, giving due consideration to the school’s statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The 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 (see appendix 3 for a behaviour log)

The senior leadership team 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

6. Student Expectations

At Ramsey Grammar School the Student Council has created our "RGS Way of Being." They have identified 6 core values, which we believe should be present in our student's actions every day. These values form the basis of how we both reward students and challenge behaviour. The core "Way of Being" values are Community, Fairness, Kindness, Respect, Responsibility and Trustworthiness. Through adhering to our values we hope that students will create a culture of positive behaviour across the school, both within and outside the classroom. This will allow teachers to deliver effective, engaging lessons and activities without disruptions due to poor behaviour. It will also allow students to feel happy and safe during their lessons, breaks, lunch and journeys to and from school.

We believe the celebrating of good behaviour is the shared responsibility of every member of the school community and we will look to recognize, reward and celebrate this wherever possible.

This policy applies to behaviour on the school premises, during the school day, on the journey to and from school and on all school-organised events.

Five key Social Area Expectations

(No warnings are necessary for these rules)



RGS Five Key Social Area Expectations

- 1 – *Walk calmly in the corridors and halls*
- 2 – *Be pleasant and polite*
- 3 – *Act sensibly in the canteen*
- 4 – *Follow the expectations for the area you are in*
e.g no eating, drinking, or use of mobile phones
outside of designated areas
- 5 – *Wear the correct uniform*

If we fail to follow these expectations you will be verbally warned, and then if there is no change:
P1 Behaviour Point = Discussion with the member of staff
If you continue to not follow the expectations
you will move up the Behaviour ladder.

Five Key Classroom Expectations



RGS Five Key Classroom Expectations

- 1 – *Arrive to the lesson on time and correctly equipped*
- 2 – *Stay on task and do not disturb the learning of others*
- 3 – *Follow instructions*
- 4 – *Speak to others respectfully and listen when being spoken to*
- 5 – *Avoid physical contact with other people or their possessions*

If we fail to follow these expectations you will be verbally warned, and then if there is no change:
S1 Behaviour Point = Discussion with the member of staff
S2 Behaviour Point = Discussion with the Head of subject
P2 Behaviour Point = Removal from lesson by the Duty Teacher because
your behaviour has been poor.
You will have a 30 minute reflection session at lunchtime
If you do not attend the reflection session or continue to not follow the expectations
you will move up the Behaviour ladder.

7. Rewards and sanctions

7.1 Achievement Points and Behaviour Points

How are our behaviours recognised and recorded?

As a result of student's efforts and conduct staff award achievement and behaviour points. These are logged onto Sims and are reviewed regularly by the student's tutor and Head of Year (examples of how they are awarded can be found at the end of this policy). Students will be able to use the house points accumulated to access our rewards scheme, these achievement points also form the basis of our tracking for our prize-giving ceremony and other rewards events.

If a student accumulates a behaviour point then parents will receive communication via the 'Sims Parent app' to confirm what this has been for. As part of this process parents/carers may also receive communication from a student's teacher, tutor or head of year at any time, strategies created will look to help students realign their behaviours with our "Way of Being". Behaviour points will be awarded if a student fails to follow the expectations within our lessons and social areas.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

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 student expectations or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils 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

For more information about how the behaviour system works please see the Flow Chart For Behaviour (appendix 3) and RGS Behaviour Ladder (appendix 4).

8.2 Confiscation

Any prohibited items (listed in section 3) found in Student's 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. Searching and screening students is conducted in line with the DESC Education Act.

8.3 Student support

The school recognises its legal duty under the IOM Equality Act 2020 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 Coordinator will evaluate a pupil who regularly exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, 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. The school will also use the COLI as a framework to offer appropriate support for students.

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training opportunities on managing behaviour. Behaviour management will also form part of the school's continuing professional development framework.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing Body every year. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- DESC Exclusions policy
- DESC Safeguarding policy
- RGS Way of Being
- RGS Anti-Bullying Policy
- RGS Mobile Phone Policy
- RGS Teaching and Learning Policy

Appendix 1: written statement of behaviour principles

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

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

This written statement of behaviour principles is reviewed and approved by the Governing Body every 2 years.

Appendix 2: RGS Behaviour Points

Behaviour points are issued for failing to follow our Key Expectations and are increased from 1-3 depending upon the severity of the incident.



RGS Five Key Social Area Expectations

- 1 – Walk calmly in the corridors and halls*
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Appendix 3: Flow Chart for Behaviours

Ramsey Grammar School Behaviour System What Happens?



Appendix 4: RGS Behaviour Ladder

