

Behaviour policy and statement of behaviour principles

Ramsey Grammar School

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Aims

This policy aims to:

- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

Legislation, Requirements and Guidance

This policy follows the Island's relevant legislation and advice from the Department of Education, Sport and Culture, including guidance and best practice produced by other agencies on:

- [The Education Act 2001](#)
- [The Equality Act 2017](#)
- [The Safeguarding Act 2018](#)
- [Isle of Man Safeguarding Board Procedures](#)
- Continuum of Learning and Inclusion for Secondary Schools (COLI)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)

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; and
- Failing to engage with L1 or L2 sanctions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;

- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments;
 - Sexual jokes or taunting;
 - Physical behaviour such as interfering with clothes; and
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism;
- Theft;
- Fighting;
- Smoking/vaping;
- Racist, sexist, homophobic or discriminatory behaviour; and
- Possession of any prohibited items. These are:
 - Offensive weapons (as defined in section 1 of the [Prevention of Crime Act 1954](#))
 - Liquor (as defined in the [Liquor Licensing and Public Entertainments Act 2021](#))
 - Controlled drugs (as defined in the [Misuse of Drugs Act 1976](#))
 - Stolen items
 - Tobacco or associated smoking paraphernalia
 - E-cigarettes 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)
 - Multiple occupancy of toilet cubicles
 - Verbal abuse, physical or aggressive behaviours towards staff or students

Bullying

Bullying is defined as the repetitive, intentional harming of 1 or more people by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;

- Repeated, often over a period of time; and
- Difficult to defend against

Bullying can include, but not limited to:

TYPES OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Policy](#).

Roles and responsibilities

The Governing Body

The Governing Body is 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.

The Headteacher

The headteacher is responsible for:

- Reviewing and approving this policy.

- Giving due consideration to the school's statement of behaviour principles (appendix 1).
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs (SEN), disabilities and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Safeguarding and Child Protection policy to offer pupils both sanctions and support when necessary.

Teachers and staff

Staff are responsible for:

- Encouraging a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards; and
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy through Student Voice.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

School expectations

The school values are Responsibility, Growth and Success.

These form the basis for how we both reward and challenge behaviour within our school community to foster a culture of positive behaviour. This is aimed at allowing pupils to feel happy and safe at school, minimise disruptions, and to support participation in learning.

Our core values are realised through the RGS Key Expectations for behaviour within social areas and the classroom.

Failure to follow the expectations will result in a verbal warning in the first instance. If behaviour continues to fall below the expectations, the sanctions will escalate accordingly:

- L1 Behaviour Point – discussion between the pupil and a member of staff about the pupil's behaviour.
- L2 Behaviour Point – discussion with/removal to the Head of Subject due to continuing poor behaviour and disruption of others' learning.

- L3 Behaviour Point –failure to respond to L2 intervention resulting in a Full lunch reflection session, Supervision, or Suspension

Five key classroom expectations

1. Be 'Ready to Learn' each day and arrive to lessons on time
2. Stay on task, do not disturb the learning of others and act sensibly at all times
3. Abide by the school rules and follow the instructions of staff
4. Engage positively and respectfully with others
5. Avoid physical contact with people and their possessions

Mobile phones

Our [Mobile Phone and Electronic Devices Policy](#) outlines the school stance on the use of mobile phones on school premises.

Responding to behaviour

The school responds to behaviour in a consistent manner that applies equitably across all pupils. This approach aims to recognise and reinforce good behaviour, whilst explaining to pupils why certain behaviour is not acceptable. Where there is an underlying cause for bad behaviour, the school will aim to meet the pupil's needs and support positive behaviour.

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the RGS behaviour expectations.
- 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

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [Safeguarding and Child Protection Policy](#).

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- House Points
- Communication Home

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Verbal warning/redirection and a reminder of behaviour expectations.

- Removal from lesson to Head of Subject.
- Setting of written tasks, such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Reflection at break/lunchtime.
- Letter or phone call home to parents/carers.
- Referring the pupil to a senior member of staff.
- Loss of privileges – for instance, such as last sitting of lunch, or removal from a school trip.
- School-based community service, such as tidying a class
- Agreeing a behaviour contract.
- Putting a pupil 'on report'.
- Removal of the pupil from the classroom.
- Suspension; and
- Permanent exclusion, in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Staff may use reasonable force where it is necessary to prevent a pupil from:

- Committing an offence, including anything that would be an offence ;
- Causing personal injury to themselves or others;
- Damaging property belonging to themselves or others; or
- Behaving in a disorderly manner that is putting themselves or others at risk.

Incidents of reasonable force must:

- Only ever be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time; necessary to fulfil its purpose;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment; and
- Be recorded and reported to parents/carers (behaviours are recorded via MIS).

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEN, disabilities, mental health needs or medical conditions.

Prohibited Items

Seizure

Where a pupil is found to be in possession of a prohibited item (*as defined in [section 3](#)*), a teacher may seize the item. This applies where the pupil is in possession of the item either:

- On the premises of the school; or
- Elsewhere, only at a time where the teacher has lawful control or charge of the pupil (*e.g. school trip, sports fixture etc.*).

Searching a pupil for weapons

The Education Act 2001 expressly provides teachers with the power to search pupils where there are reasonable grounds to suspect that a pupil is **in possession of an offensive weapon**.

Where this is the case, a search may only be carried out in accordance with the following conditions:

- The search must be performed or authorised by the **Headteacher**;
- The search must be carried out in the **presence of a member of the SLT and another member of staff**; and
- The member of staff carrying out the search must be of the **same sex** as the pupil.

Where possible, the Headteacher should avoid searching and instead aim to have this done by the police. However, this will not always be possible and where an urgent need is identified, the search will have to be performed by the Headteacher or delegated member of staff.

When considering whether to conduct a search:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

Conducting a search

Searches will only take place on the school premises or where the member of staff has lawful control or charge of the pupil (*e.g. on a school trip, sports fixture etc.*). To perform the search, an appropriate location for the will be found. Where possible, this will be away from other pupils.

A search will be limited to a pupil’s outer clothing, pockets, possessions or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (*e.g. a jumper or jacket being worn over a t-shirt*); and
- Hats, scarves, gloves, shoes or boots.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If the pupil still refuses to co-operate, the Headteacher will contact the Designated Safeguarding Lead (or deputy) / pastoral lead/Key Workers, to try to determine why the pupil is refusing to comply.

The Headteacher will then decide whether reasonable force is necessary to search the pupil, or whether police assistance can be sought. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers; and
- Bags.

A pupil's possessions **can be searched for offensive weapons** if done in the presence of:

- The pupil; and
- Another member of staff

Suspected possession of other prohibited items

Where a member of staff has reasonable grounds to suspect that a pupil is in possession of a prohibited item which **is not** an offensive weapon, the Headteacher may only carry out or authorise a search of a pupil's locker.

The Education Act 2001 does not expressly provide powers to search the pupil where the suspicion does not relate to an offensive weapon.

Attempting to search a pupil for a prohibited item which is not an offensive weapon may prejudice any potential investigation where a crime may have been committed. It may also constitute a violation of the pupil's human rights.

Instead, the member of staff must contact the police, who will then be able to search the pupil.

Informing the Designated Safeguarding Lead (DSL)

Following a search for an offensive weapon, or seizure of any prohibited item, the Headteacher or teacher who carried out the search/seizure should inform the DSL (or deputy) as soon as reasonably practicable on CPOMS:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of an offensive weapon; and
- If they believe that a search or seizure has revealed a safeguarding risk.

The school's safeguarding system must be updated with details relating to any:

- Searches performed for offensive weapons;
- Seizure of prohibited items.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened;
- What was found, if anything;
- What items have been seized, if anything; and
- What action the school has taken, including any sanctions that have been applied to the pupil.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is taking part in any school-organised or school-related activity (e.g. school trips or on the bus to and from school).

Pupils may also be withdrawn from school trips if their conduct at school or on a previous trip falls below the school's expectations.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil (this could be mental or physical and may constitute online bullying)
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/member of the SLT/Heads of Year will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to Children and Families, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate;
- Considered;
- Supportive; and
- Decided on a case-by-case basis.

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

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

Please refer to our [Safeguarding and Child Protection Protocol](#) for more information.

Malicious allegations

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

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

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

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Detention

Pupils can be issued with detentions during break, lunch, or after school during term time

If a student is to be detained outside of school hours then a minimum of 24 hours' notice will be given.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from a classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive;
- Maintain the safety of all pupils;
- Allow the disruptive pupil to continue their learning in a managed environment; and
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings to discuss behaviour;
- Use of teaching assistants;
- Short-term behaviour report cards;

- Long-term behaviour plans;
- Pupil support units; and
- Multi-agency assessment.
- Modified Timetable
- Use of Outside Agencies

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and facilitated move

The school can use suspensions and facilitated moves in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or proceed with a facilitated move will be made by the headteacher and only as a last resort and in accordance with the Department's [Suspensions Policy](#).

Responding to misbehaviour from pupils with SEN

Recognising the impact of SEN on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need (SEN) or disability.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's needs, although we recognise that not every incident of misbehaviour will be connected to these. Decisions on whether a pupil's SEN had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEN, especially where their SEN affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2017](#)).

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEN

When considering a behavioural sanction for a pupil with SEN, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEN?

- Is the pupil likely to behave aggressively due to their particular SEN?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEN

The school, with support from the special educational needs co-ordinator (SENCO), may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, 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 pupil. We will work with the pupil and their parents/carers to create the plan and review it on a regular basis.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings;
- Daily contact with the key staff;
- A report card with personalised behaviour goals;
- Restorative conversations;
- Behavioural contract;

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

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

Training

As part of our training, staff are provided with regular training on managing behaviour, including training on:

- De-escalation techniques
- The needs of the pupils at the school
- How SEN and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom;
- Attendance, suspensions, and facilitated moves;
- Use of pupil support units, off-site directions and managed moves; and
- Incidents of searching and the seizure of prohibited items will be recorded on CPOMS.

Monitoring this policy

This Behaviour Policy will be reviewed by the Headteacher and at least annually, or more frequently, if needed. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by Governing body annually.

Links with other policies

The following policies can be found [here](#):

RGS Policies:

- Anti-Bullying Policy
- Mobile Phones and Electronic ..Devices Policy
- Safeguarding and Child Protection Protocol
- SEND Policy
- Uniform Policy

Department Policies:

- [Suspensions Policy](#)

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 pupils and staff.
- The Suspension policy explains that suspension will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board 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 annually.

Appendix 2: Our RGS Values

These are our guiding principles for all behaviour and interactions between one another. They are:

Responsibility | Growth | Success

Our values embrace how we do things across at Ramsey Grammar School. **The actions and behaviours we expect from all staff and students are as follows:**

Responsibility

- We are on time prepared for learning
- We are proud of our school and follow the rules
- We support and respect each other

Growth

- We set ambitious targets for ourselves
- We approach challenges with a growth mindset
- We recognise knowledge is power

Success

- We give everything to achieve our goals
- We strive for excellence in all we do
- We celebrate the success of others

These values are lived every day at RGS

Appendix 3: The way our values are lived.

Students

As students we are proud of and represent our school through living our values of responsibility, growth, success.

We will listen to all behaviour instructions clearly, ensuring all are able to hear and understand teachers' expectations. We speak to and treat each other with respect, empathy, kindness and understanding. We do not speak over others.

1. I will arrive Ready 2 Learn to my lesson before the bell.
2. I will always keep to the left whilst walking around school and behave in a calm manner whilst lining up outside the classroom.
3. I will enter the room calmly, store my bag safely and place my planner and equipment on my desk.
4. I will give my full attention throughout the lesson by displaying good listening behaviour and following instructions.
5. I will always use positive words to encourage others' and my learning; and uphold our high expectations by engaging fully in all of the lessons that I attend.
6. I will work cooperatively to support a productive learning environment where everyone feels able to learn.
7. I will stand behind my chair and leave in an orderly fashion when asked.

Teachers

'As teachers we make the weather, we need to be conscious architects of our classroom culture'

We will communicate all behaviour instructions to ensure that they are clear, concrete and sequential. We collectively share and model behaviour in our School, by speaking to all with respect, empathy, kindness and understanding. We do not shout at our students.

1. I will welcome students warmly and check uniform as they enter the classroom. Meet, greet, R2L and seat.
2. I will check that students have placed planners and equipment onto the desks, turning their planner to green, and that bags and coats are stored away safely and neatly.
3. I will register students in the first 7 minutes.
4. I will positively encourage students to be respectful and cooperate to create a conducive learning environment.
5. I will actively encourage engagement in learning and wait for students to give a quality response before speaking.
6. I will not allow students to leave my lesson unless it is absolutely necessary, and I will ensure that any student out of my lesson has a note with them in their planner.
7. I will ensure that we have clear, consistent entry and exit routines in the learning environment.
8. I will take every opportunity to offer praise, rewarding my students for their active participation in lessons.
9. I will plan my lessons to include RGS's key ingredients for Teaching and Learning so that teaching routines are firmly embedded and allow students to maximise learning.
10. I will be fair and base my practice on kindness because relationships are the fundamental foundation for effective learning and making progress.

Appendix 4 : Flow Chart for Behaviour

Ramsey Grammar School Behaviour System -What Happens?

rewards

- If you follow all the expectations you will receive achievement points which lead to rewards.
- Home will be informed when you receive achievement points.
- You could be nominated for subject or 'way of being' nominations at celebration assemblies

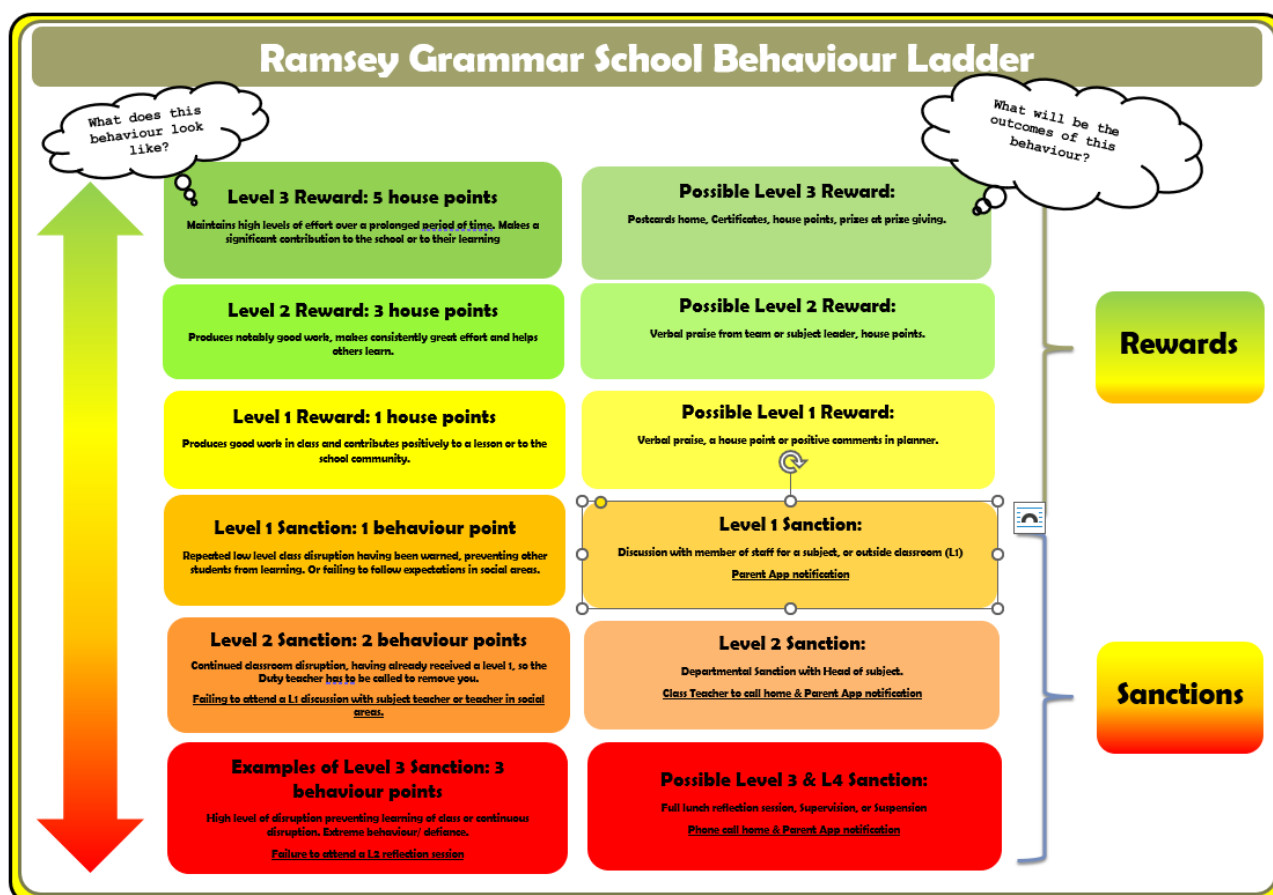
Level 1 behaviour

- If you do not follow the expectations you will receive a warning and if you continue you will receive a L1 behaviour point. L1 results in a discussion with your teacher about your behaviour.
- Home will be informed when you receive behaviour points (parent app)
- If you have concerns which may affect your learning & behaviour, we can put support in for you. Talk to someone in school about this.

Level 2,3 & 4 behaviour

- If you continue to disrupt, you will be removed from the lesson and sent to the Head of Subject, this is a L2 behaviour.
- You will have to meet with the Head of subject.
- Home will be informed when you receive behaviour points by either phone call or e-mail.
- If the subject leader is still concerned with your behaviour you can have a L3 behaviour and SLT are involved- this is a 50 min reflection session or suspension depending on the behaviour.
- A more serious incident will move to a L4 which is a suspension or isolation.
- If you have concerns which may affect your learning & behaviour, we can put support in for you. Talk to someone in school about this.

Appendix 5: RGS Behaviour Ladder



Appendix 6: RGS School Expectations



RGS School Expectations

1 –Be ‘Ready to Learn’ each day and arrive to lessons on time

2 – Stay on task, do not disturb the learning of others and act sensibly at all times

3 – Abide by the school rules and follow the instructions of staff

4 –Engage positively and respectfully with others

5 – Avoid physical contact with people and their possessions

If you follow these expectations and are **‘READY TO LEARN’** you will receive achievement points for your effort and these lead to recognition spot prizes and certificates.

If you fail to follow these expectations, you will be verbally warned so that you have the opportunity to change your behaviour. If there is no change:

L1 Behaviour Point = You will have a discussion with the member of staff about your behaviour

L2 Behaviour Point = Input from Head of Subject/Pastoral Leader because your behaviour has not improved following an L1

L3 Behaviour Point = For misbehaviours and will result in a 50 -minute reflection session with SLT.

L4 Behaviour Point = For serious misbehaviours and will result in Internal Supervision in school or suspension.

INVEST, BELIEVE, ACHIEVE TOGETHER

RESPONSIBILITY, GROWTH, SUCCESS