



TUNBRIDGE WELLS
GRAMMAR SCHOOL for BOYS

Positive Behaviour and Discipline Policy

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A. Introduction

Tunbridge Wells Grammar School for Boys accepts the ten categories outlined in '*Learning Behaviour: The Report of The Practitioners' Group on School Behaviour and Discipline*' chaired by Sir Alan Steer, and is committed to developing them as the essential framework on which positive behaviour and good discipline are built.

1. Consistency

- Unacceptable behaviour should always be challenged.
- All members of staff should actively support school and departmental behaviour strategies and follow through behavioural issues with pupils to an appropriate resolution.

2. Leadership

- All members of staff will model the behaviour and social skills we wish to promote in their relations with pupils, who should be treated with courtesy and respect at all times.
- Middle and Senior Leaders will have clearly identified responsibilities in implementing the behaviour policy.

3. Classroom Management, Teaching and Learning

- All members of staff are responsible for the promotion of positive behaviour conducive to effective learning in the classroom.
- All staff should follow the Positive Behaviour and Discipline Policy and apply agreed procedures from other teaching and learning policies. Staff should uphold the Code of Conduct in their classrooms.

4. Rewards and Sanctions

- Staff should apply a wide range of appropriate rewards and sanctions, fairly and consistently to help motivate positive behaviour.

5. Teaching Good Behaviour

- All members of staff contribute to the development of pupils' emotional, social and behavioural skills; this involves teaching pupils how to manage strong emotions, to resolve conflict, to work and play co-operatively and to be respectful and considerate.

6. Staff Development and Support

- The school will provide appropriate opportunities for all staff to share and develop their skills in promoting positive behaviour.
- The school will monitor and evaluate the effectiveness of behaviour management techniques annually.

7. Pupil Support Systems

- Pupils need different levels of support, including support from outside agencies when necessary.
- Pastoral support in the school focuses on academic achievement and attainment and developing the ability of pupils to become good citizens.

8. Liaison with Parents and other Agencies

- The school welcomes the contribution of parents to their child's education.
- While making effective use of 'Parentmail' and other communication technologies, the value of personal contact will not be overlooked. All contact with parents and carers aims to ensure that parents and carers believe that the school has the pupil's best interest at heart.

9. Managing Pupils Transition

- The school will ensure continuity of experience for pupils. All teachers receiving a new class will be given appropriate and accurate information to assist in planning and managing the class. All teachers should build on the emotional, social and behavioural skills developed by previous teachers.

10. Organisation and Facilities

- Good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment.
- All members of staff have a responsibility to promote positive behaviour throughout the school including corridors, lavatories, playgrounds and other communal areas. All staff should intervene to prevent poor behaviour in all these areas.

B. Aims

The Aim of this Behaviour Management Policy is to support our Vision, which is:

To provide the school community with an inspirational, safe and nurturing environment where students are encouraged and supported to achieve personal excellence in a wide range of academic, cultural, humanitarian and sporting activities

We will:

- Promote positive behaviour
- Support pupils in their academic, emotional and social development
- Enable effective learning and teaching
- Create a safe and secure environment for all members of our learning community
- Encourage the understanding and acceptance of individual differences
- Create a just and caring community

C. Expectations

[\(See 'Code of Conduct' poster Appendix 1\)](#)

The Code of Conduct represents the behaviour that is expected from pupils and the Staff Pledge represents our commitment to creating a successful learning community based on mutual respect and a commitment to excellence.

D. The Behaviour Management Structure (Personnel)

[\(See personnel structure diagram, Appendix 2\)](#)

Positive behaviour is created by action on several fronts as outlined in Section A. All staff have a responsibility to contribute to the positive behaviour of learners, but within the daily context of the school, the following staff have special responsibilities:

- Heads of Department
- Heads of Year
- Assistant Heads, Ks3, Ks4 And Sixth Form
- Deputy Heads, Upper School, Lower School
- Headteacher
- Governing Body

E. The Behaviour Management Structure (Procedures)

1. SIMS Behaviour Log

In order to effectively track the behaviour of students over time all staff should use the SIMS Behaviour Log when appropriate.

This allows Form Tutors, Heads of Year and other School Leaders to have a clear view of the positive and negative behaviour of a student over time.

All staff should ensure that any behaviour which results in a lunchtime detention, contact with parents or an after-school detention should be recorded on the Behaviour Log.

If a teacher has agreed with the Head of Department that the behaviour warrants an after-school detention then that member of staff should log the behaviour and the detention at the same time

2. Rewards

Principles: We believe that pupils and students are motivated more by praise and rewards than by criticism and sanctions. We want TWGSB to be a school where good behaviour and hard work are recognised and appreciated.

We do not want pupils and students to believe that the easiest way to be noticed and to attract attention is to misbehave. Therefore we will try to recognise and reward the behaviours we wish to encourage.

We will do this through:

1. Verbal comments – justified praise to students
2. Written Comments – both comments given as feedback on students work but also through letters home and record on SIMS behaviour log
3. Rewards – the presentation of certificates for achievements in assessments and house points (as detailed below)
4. House points contributing to the House Cup competition

House point System: Through the house point system we will signpost the qualities that we consider are important, and reward them.

- **Attendance and Punctuality**

Attendance Officer will inform Admin Assistants once a month

95% + each term	=	1 HP
100% each term	=	3 HP

- **Extra Curricular Involvement**

- Registers must be kept for all “clubs”
- Pupils ensure that teacher/member of staff has registered them
- Once a term, Admin Assistants will collate information given to them by staff running the clubs

1 attendance throughout term = 1HP

- **In school work**

- Subject teachers can give a maximum of 2HPs for a single piece of class work (this could include written work, presentations etc)
- Students to record HP in back of planner and Subject Teacher to issue sticker in back of planner and sign. During Y7 pilot – Y7 tutors will complete HP sheet in SIMS by entering each students’ total number of housepoints every 2 weeks.
- Total HP to be entered by subject teachers on assessments 5 times a year. – During the Y7 pilot- Subject tutors may wish to keep a record of the house points they are issuing to students

- **Homework/Coursework/Projects**

- Subject teachers can give a maximum of 2HPs for a single piece of work
- Students to record HP in planner and Subject Teacher to issue sticker in back of planner and sign. During Y7 pilot – Y7 tutors will complete HP sheet in SIMS by entering each students’ total number of housepoints every 2 weeks.
- Total HP to be entered by subject teachers on assessments 5 times a year. During the Y7 pilot- Subject tutors may wish to keep a record of the house points they are issuing to students

- **Personal Appearance and Conduct [Uniform]**

Once a term, Group tutors will check tutor group cards and During Y7 Pilot group tutors will add an additional HP to HP sheet on SIMS for those students with no ‘crosses’ for Uniform/Equipment.

No signatures during term = 1 HP

- **Citizenship**

Individual staff can issue up to a maximum of 2HPs for an “activity”. This can be rewarded for additional contributions to school life. This must be logged into Pupil Planner by issuing a sticker in the back of the planner and signing. During Y7 pilot – Y7 Group tutors will complete HP sheet in SIMS and enter students’ total housepoints every 2 weeks.

- **Attainment**

HP are awarded to individuals following assessments (5 times a year). In KS3 the point system (1=4, 2=3 etc) provides a total point score for the boys. The certificates awarded also attract house points.

Gold = 5 points, Silver = 2 points, Improver = 2 points.

In KS3, 4 and KS5 each subject reporting a 1 for learning behaviours attracts 1HP.

Role of the Group Tutor:

- ❖ Group tutors will receive updated Termly Record Sheets, showing the cumulative number of House Points for each student in their form; this should be displayed on Tutor Boards
- ❖ Group Tutors are responsible for liaising with the HoY regarding House Point Certificates

Rewards:

- 30+HP = Bronze Certificate
- 60+HP = Silver Certificate
- 100+HP = Gold Certificate and entry to prize draw at end of the Year

Every 10 HP achieved by individual pupils = 1 HP toward House Trophy

F. Support

The school will review the support available to individual pupils including those who may be at risk of disaffection or exclusion. Pupils who need extra support because of emotional/behavioural issues are identified on the AEN Register which is updated through the year by the AENCO. The available support includes:

- Individual learner support
- Mentoring (by peers)
- Mentoring (by adults other than teachers)
- Individual educational planning (IEP)
- Study support

G. Sanctions

[\(See sanctions procedures diagrams Appendix 3\)](#)

Sanctions in school have the same purposes as sanctions in wider society: to restore a sense of justice by punishing wrongdoing and to change unacceptable behaviour. The school believes that appropriate sanctions are part of the process by which young people learn good behaviour and avoid negative actions. The use of appropriate sanctions is determined by the seriousness of the behaviour. In general, our response to pupil behaviour has three stages:

1. Stage 1

This stage refers to 95% of negative behaviour which is dealt with by the class teacher in teaching situations and all staff during break, lunch and transition times. This stage includes behaviours which can be termed low-level.

2. Stage 2

Persistent low-level behaviour becomes more serious as it is repeated and can be moved to stage 2 when it is necessary. Stage 2 behaviour will result in school detentions. Stage 2 also includes serious academic underperformance and can result in an IEP for individual students. Serious incidents such as fighting, vandalism and bullying come straight in at stage 2 and tend to be dealt with immediately by the Head of Year in the first instance.

3. Stage 3

A pupil's behaviour reaches stage three when it is persistently serious and does not respond to ordinary school sanctions, or it is so serious/dangerous/destructive that in the judgement of Senior Leaders it requires the most serious response. Stage 3 sanctions will

require, when appropriate, action by Senior Leaders, The Headteacher and The Governing Body.

4. Confiscating Pupils' Property

Confiscating property, including mobile phones, iPods and MP3 players can be a necessary and legitimate act on the part of staff to maintain good discipline. Teachers are legally responsible for confiscated material. Guidance from professional associations should be followed. (See ATL advice document [Appendix 4](#))

Code of Conduct for Students



All students should:

Show respect:

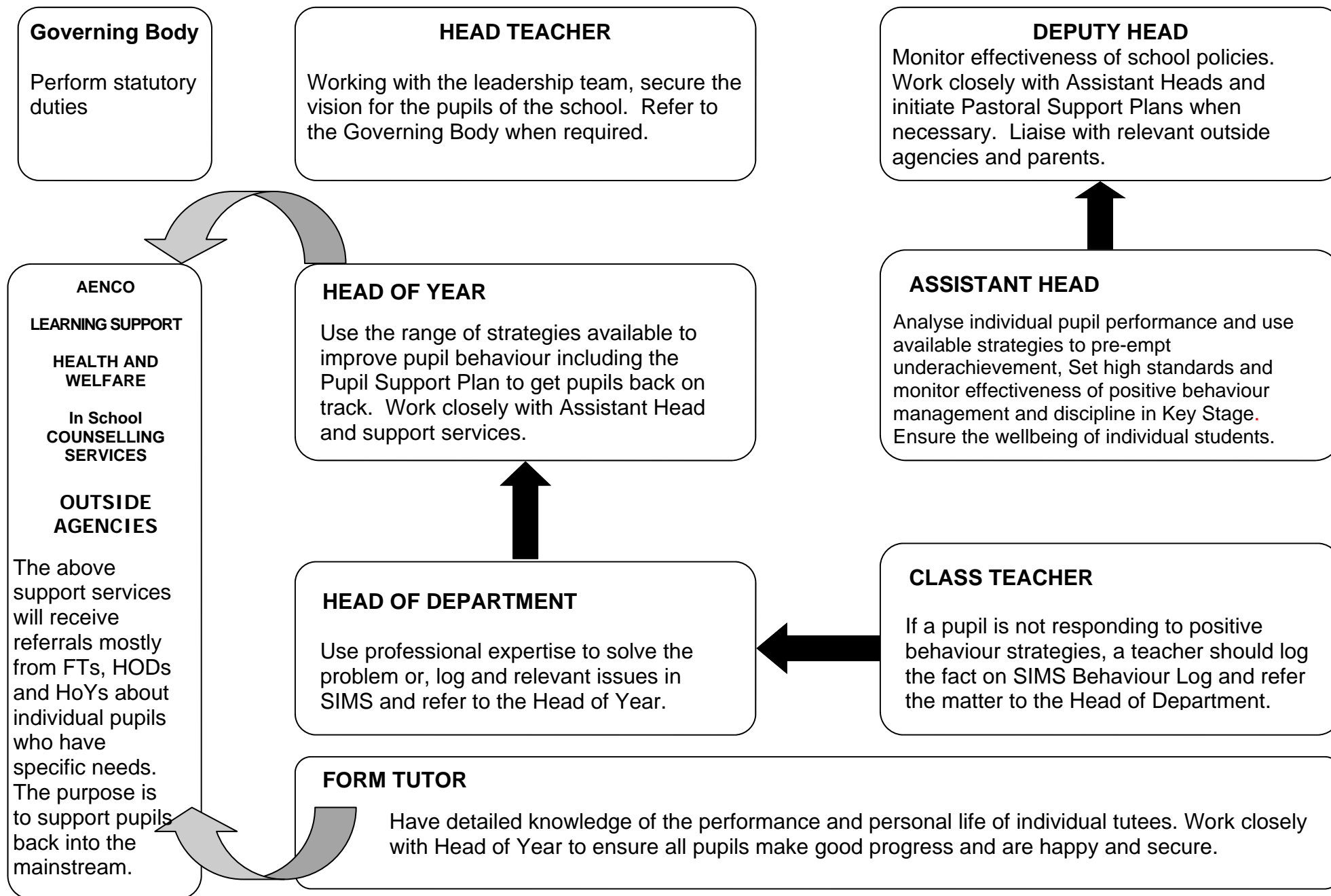
- to staff, visitors and students at all times
- for themselves by aiming for the highest standards in their work
- for other people's property and the school environment
- for the learning environment of the school and exhibit behaviour that positively reinforces that environment
- and pride in their uniform by wearing it properly at all times both in and out of school
- for our community by their refusal to accept anti-social behaviour or attitudes
- to the wider community by behaving in a way likely to enhance the school's reputation

Show a commitment to excellence:

- by attending school regularly
- by arriving at lessons punctually and properly equipped
- by being focused and well-behaved in lessons
- by working as hard as they are able
- by contributing to all aspects of the life of the school whether inside or outside the classroom

Committed to Excellence

Appendix 2: TWGSB Positive Behaviour Management and Discipline Policy - Personnel Structure



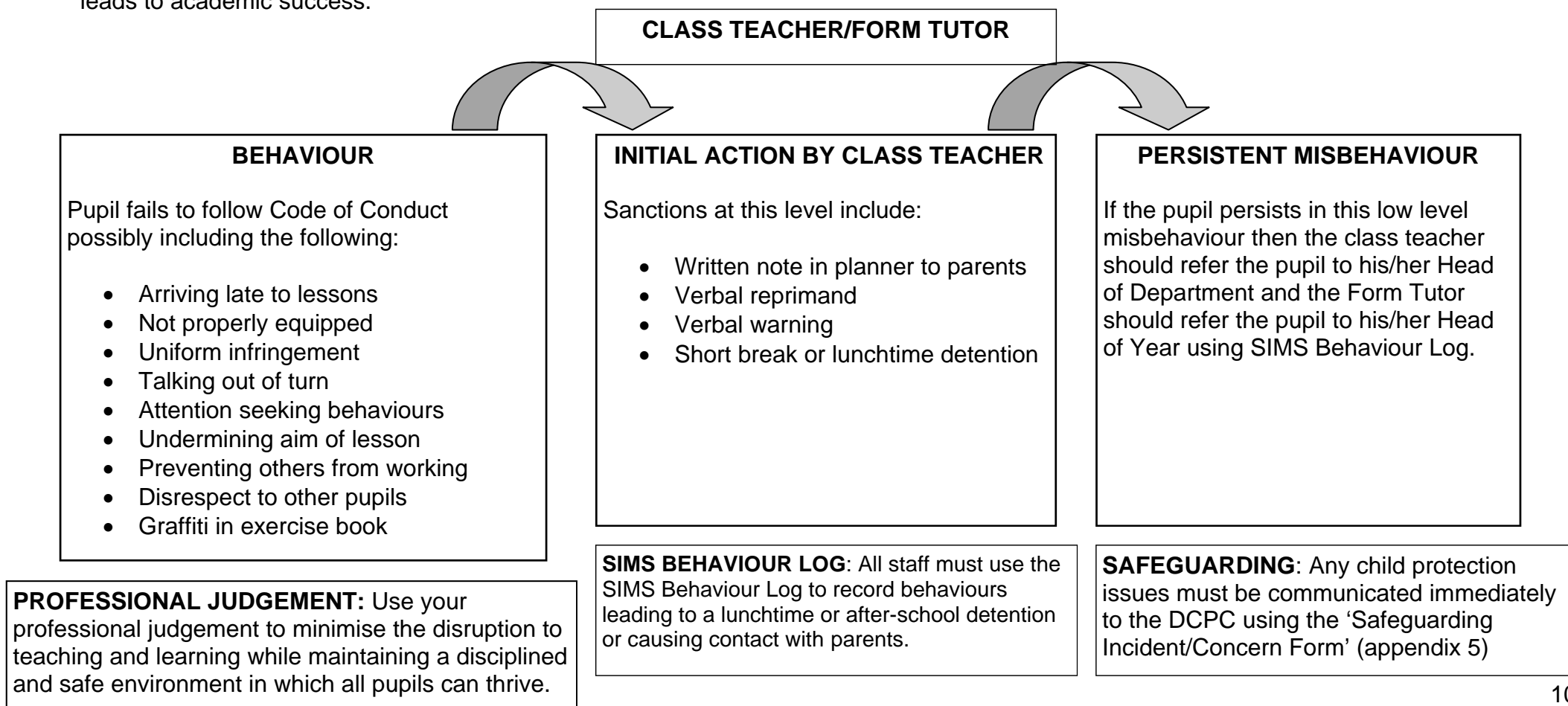
Appendix 3: TWGSB Positive Behaviour Management and Discipline Policy - Sanctions Procedures

GUIDE FOR CLASS TEACHERS

'LOW LEVEL' MISBEHAVIOUR

STAGE ONE

The vast majority of 'behaviour management' in this school falls into this category. It is at this level that we set our standards and while these behaviours are 'low level', minimising them is very important to maintaining morale and improving the school environment as a place of learning founded on mutual respect. All staff must be thorough in discouraging these behaviours. This stage is operated by all class teachers and their Heads of Department and focuses on encouraging the sort of behaviour that helps learning and teaching and leads to academic success.



TWGSB: Positive Behaviour Management and Discipline Policy - Sanctions Procedures

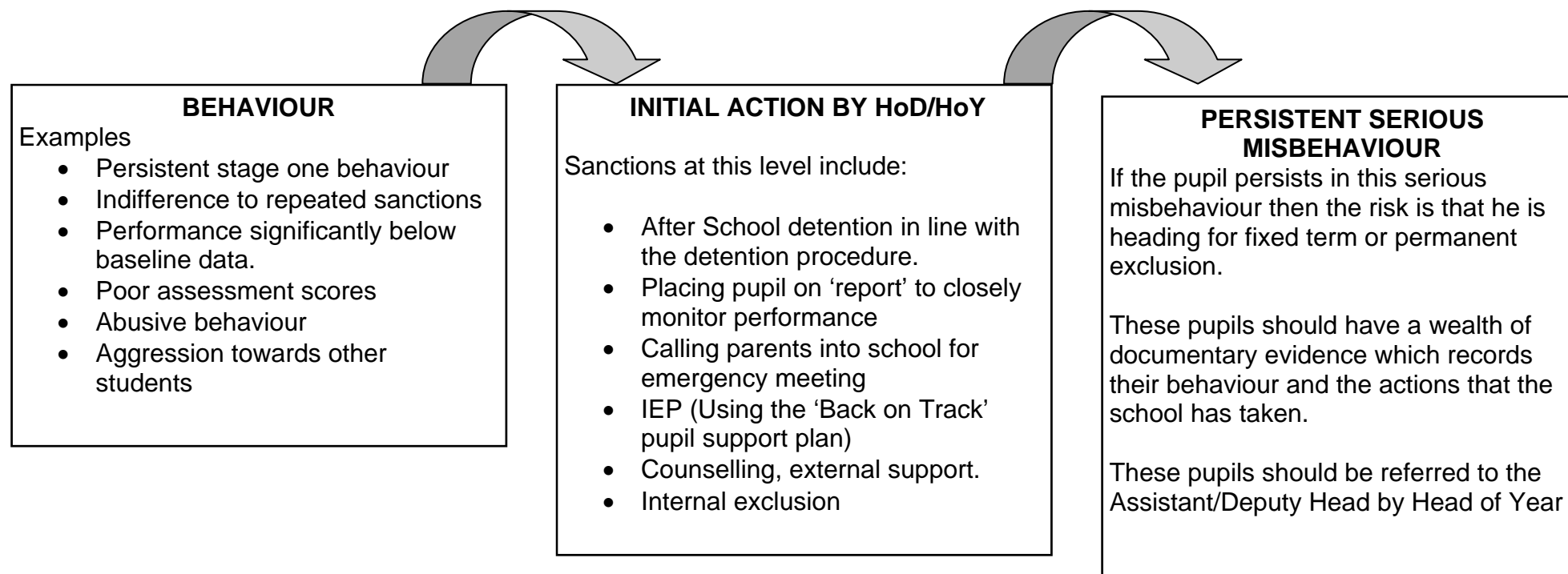
GUIDE FOR CLASS TEACHERS

PERSISTENT LOW LEVEL OR
SERIOUS MISBEHAVIOUR

STAGE TWO

If 'stage one' behaviour persists, then it becomes more serious and joins another class of behaviour, the 'serious incidents', which need instant reactions to ensure matters of health and safety are efficiently dealt with. In the main these will be dealt with by Heads of Year, in conjunction with the Assistant Head responsible for the Key Stage. Parents must be informed of 'stage two' actions. After school detentions are given for Stage 2 incidents.

HEAD OF DEPARTMENT
HEAD OF YEAR



TWGSB: Positive Behaviour Management and Discipline Policy - Sanctions Procedures

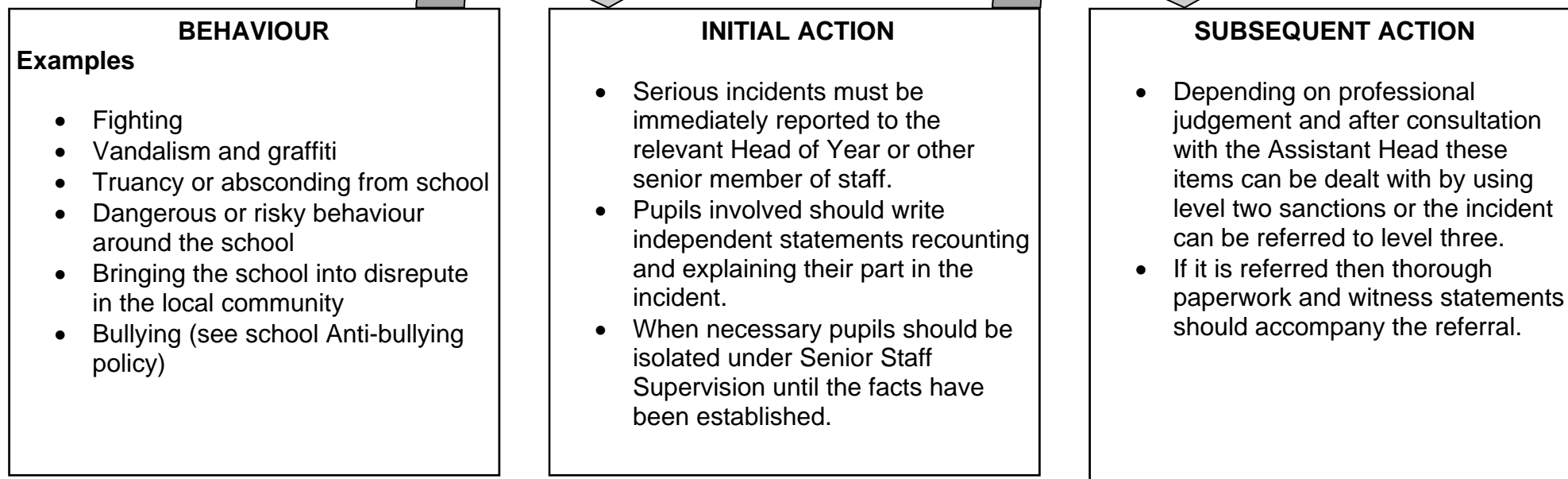
GUIDE FOR CLASS TEACHERS

SERIOUS INCIDENTS

STAGE TWO

Serious incidents start at level two. A level two serious incident will lack the intentionality of one that immediately goes to level three. They can occur anywhere and all staff must be prepared to deal with them (including using 'reasonable restraint' to prevent injury) immediately and effectively.

ALL STAFF



TWGSB: Positive Behaviour Management and Discipline Policy - Sanctions Procedures

GUIDE FOR CLASS TEACHERS

PERSISTANT NEGATIVE BEHAVIOUR

STAGE THREE

VERY SERIOUS INCIDENTS

If a pupil reaches stage three then his behaviour has put him in a position, where, despite the support of school and parents, he is in danger of exclusion from school either for a fixed term, or through a managed move, or through a permanent exclusion. Except in the case of a 'serious incident' being so serious that it immediately leapfrogs to stage three, most people who reach this stage will have gone through detentions, internal exclusions, IEPs and are still uncooperative.

STAGE THREE BEHAVIOUR

A pupil's behaviour reaches stage three when it is persistently serious and does not respond to ordinary school sanctions, or it is so serious/dangerous/destructive that in the judgement of Senior Leaders it requires the most serious response.

POSSIBLE SANCTIONS

Pastoral Support Plans. A pupil in danger of permanent exclusion should be given a PSP as the last opportunity to operate within the requirements of the school community. They will be organised and run by Deputy Heads and will have an input from outside agencies.

Fixed Term Exclusions. These have to be approved by the Head and it is a formal procedure that is recorded by KCC and the Chair of Governors is informed.

Flexible Schooling. At the discretion of the Head, a system of flexible schooling can be initiated where the pupil remains on roll but the majority of his education takes place elsewhere, including at home.

Managed Moves. TWGSB working in partnership with West Kent Learning Federation (WKLF) can refer pupils to the WKLF Placement Forum where the parents and the pupil agree that a move to another school may be in the best interests of the pupil.

Permanent Exclusion. A full and detailed case will be required cataloguing the process of support that the school has put in place to support the pupil over time, or the risk of the child remaining in school must be so serious that in the judgement of the Head, there is no reasonable alternative. Parents have a right of appeal to an Independent Appeal Panel.

Appendix 4: Advice on Confiscation of Pupils' Property (ATL)

Confiscating pupils' property is a legitimate sanction provided that there is a good reason for so doing (as set out in the school rules) and that the length of time the article is confiscated is reasonable.

It should be done to prevent inappropriate behaviour rather than as a punishment for misconduct. School staff are legally responsible for confiscated items.

How long items should be confiscated?

How long each item should be confiscated depends on how long is necessary to prevent inappropriate behaviour. As a general rule, perishable items such as food should be returned not later than the end of the school day, as should valuable items such as jewellery.

Other items should be returned after seven days. If the issue is serious enough for a longer period of confiscation, then parents should be informed. It is not generally reasonable for property to be withheld for longer than a half term.

Confiscated items should be collected by the pupil

ATL believes that the onus should be on the pupil to collect confiscated property rather than on the staff member to take steps to return it. So, this emphasises the need for you to tell pupils when the item may be collected.

Teachers are legally responsible for confiscated items

You are legally responsible for any property that you have confiscated. You could potentially be held legally responsible if items were lost through their negligence. Saying that a pupil should not have had the lost item with them in school in the first place is no defense.

You should take reasonable care of items by keeping them either on your person, or in a locked receptacle until they can be handed in to the school office (or other designated place) with identification showing to whom the item belongs, when and by whom it was confiscated.

School rules and procedures

In all cases, schools should have clear and published rules about confiscations and established procedures for the care and return of pupils' property. Forms should usually be used as receipts for confiscated property and locked receptacles should be provided to ensure that it can be kept safely.

Confiscating cigarettes, alcohol, solvents or drugs

It is not illegal for pupils to smoke cigarettes or drink alcohol. If they are found with cigarettes or drinks at school, ATL recommends that the school rules provide for these items to be confiscated and for parents to be contacted and asked to collect them. Intoxicating solvents should be dealt with in the same way.

You should not destroy pupils' cigarettes or dispose of alcohol – nor should they keep items for your own consumption. This could amount to criminal damage or theft.

Possession of illegal drugs is a criminal offence – and so any drugs found should be confiscated and taken to the Headteacher or Deputy Head who will make a decision about police involvement. You should not retain the confiscated drugs nor take decisions yourself about whether or not to report the matter to the police.



TUNBRIDGE WELLS GRAMMAR SCHOOL for BOYS

Safeguarding Incident / Concern Form

Recording Aide Mémoire for staff

Safeguarding children is a whole school task. All staff have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage. For some children a 'one off' serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often however it is the accumulation of a number of small incidents, events or observations that provide evidence of harm being caused to a child. It is vital therefore that any concern you have for a child's welfare however small is recorded and passed to the DCPC. *All* concerns must be recorded on the Safeguarding Concerns form (see overleaf). If you are in any doubt, consult the Designated Child Protection Coordinator (DCPC) or assistant DCPC.

DCPC: Aidan Coen
T: 01892 529551 (x.210)
M: 07710 884600
jacoen@twgsboys.kent.sch.uk

Assistant DCPC: Nicky Pyefinch
T: 01892 529551 (x.214)
M: 07711 690287
npyefinch@twgsboys.kent.sch.uk

What is a 'welfare concern'?

Concerns may arise in one or more of the following areas:

- The child's behaviour
- The child has a physical injury
- The child makes a disclosure or allegation
- The child's physical presentation
- Information from or observation / behaviour of a parent

What do I record?

Using the safeguarding form ensure

- This is dated, signed and your details are legible
- The incident / event / observation of concern is described clearly and concisely
- This is written using straightforward language and fact and opinion are differentiated
- If recording a disclosure, the child's own words are recorded and any questions you may have asked are included
- Physical marks and injuries are recorded on a body map where appropriate
- Any action you have taken



**TUNBRIDGE WELLS
GRAMMAR SCHOOL for BOYS**

Safeguarding Incident / Concern Form

Pupil name	Date of Birth and Year Group
Name and Position of person completing form (please print)	
Date of incident / concern: dd.mm.yy	
Incident / concern (who what where when)*	
Any other relevant information (witnesses, immediate action taken)*	
Action taken*	
Signature	Date form completed (dd mm yy)

*Continue on a separate sheet if necessary

In the interest of safeguarding confidentiality, rather than email, please print out the form, fill it in and hand it in to the DCPC or Assistant DCPD.