

STOCKPORT GRAMMAR SCHOOL

WHOLE SCHOOL POLICY – BEHAVIOUR AND DISCIPLINE POLICY

Approved by Governors 17 October 2023

1. Aims

It is the school's aim to educate its pupils in a happy and safe environment where common sense, mutual respect and shared responsibility ensure they feel secure and can realise their potential. In both the Senior and Junior School, pupils are expected to maintain high standards of behaviour and conduct at all times, showing courtesy and respect for others through the promotion of self-discipline, consideration and honesty in a caring environment. The school seeks to encourage across the whole age range a sense of community and pride in Stockport Grammar School and, to that end, expects the highest standards.

At Stockport Grammar School and at Stockport Grammar Junior School positive reinforcement of such standards and expectations underpins a shared ethos which promotes good behaviour inside and outside the classroom and the good reputation of the school in the wider world. Teachers, pupils and support staff have a collective responsibility to maintain and uphold this ethos at all times both inside and outside school.

All staff are expected to encourage good behaviour and respect for others in pupils, to promote self-discipline amongst pupils, to deal appropriately with any unacceptable behaviour and to apply all rewards and sanctions fairly and consistently.

Parents are asked to support good behaviour and positive habits in their children. It may also be appropriate to work with other agencies, including a child's previous school, to assess and provide for the needs of children who display disruptive behaviour.

1.1 The aims of this policy are as follows:

- 1.1.1 to promote good behaviour amongst pupils
- 1.1.2 to actively promote and safeguard the welfare of pupils at the School
- 1.1.3 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community
- 1.1.4 to encourage pupils to accept responsibility for their behaviour
- 1.1.5 to set out the sanctions adopted by the School in the event of pupil misbehaviour.

1.2 Wherever possible staff should use their own reward systems to encourage good behaviour.

The rewards used by the school include: the use of verbal praise, recognitions, letters of commendations, Headmaster's Commendation and prize awards.

1.3 Where it is apparent that a pupil has become a constant source of frustration to subject teachers, form tutor, class teacher in the Junior School, the Head of Year, the Head of Section or a Deputy Head, the Head may, having consulted with parents and previously issued three formal written warnings, recommend to the Chairman of Governors that that pupil be suspended forthwith and that such suspension lead to expulsion. Any formal warning may be rescinded if the pupil evidences sustained betterment.

1.4 The School maintains a register of sanctions imposed for serious misbehaviour.

The procedure for expulsion and any subsequent appeal is set out in a separate policy document. Further details on discipline approaches and procedures are given in the Senior and Junior School Staff Handbooks.

1.5 This is the Behaviour and Discipline Policy of Stockport Grammar School (**the School**)

2 Promoting good behaviour

2.1 Pupils are educated about good behaviour when they join the school at standard transition times and then regularly during their time at the School through the operation of the School's curriculum, PSHE programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.

The School understands that rewards can be more effective than punishment in motivating pupils. Wherever possible staff should use their own reward systems to encourage good behaviour. The rewards used by the school include: the use of verbal praise, recognitions, letters of commendations, Headmaster's Commendation and prize awards.

The School has pastoral support systems in place to assist pupils in managing their behaviour which include discussions with Form Tutors, Heads of Year/Section, staff mentoring of pupils, phone calls and meetings with parents and support via Beacon Counselling. Pupils with additional needs where those needs might affect behaviour may also be supported by regular discussions with/mentoring by the Learning Support Co-ordinator and Teaching Assistants.

The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

3 Parental involvement

3.1 The School seeks to work in partnership with Parents over matters of discipline, and it is part of the Parents' obligations to the School to support the School rules.

3.2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.

Parents will also be notified of disciplinary sanctions for minor breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so.

4 Scope and application

4.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

- 4.2 This policy (together with the School rules and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:
- 4.2.1 in or at School
 - 4.2.2 representing the School or wearing School uniform
 - 4.2.3 travelling to or from School
 - 4.2.4 on School-organised trips
 - 4.2.5 associated with the School at any time.
- 4.3 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
- 4.3.1 affect the health, safety or wellbeing of a member of the School community or a member of the public
 - 4.3.2 have repercussions for the orderly running of the School or
 - 4.3.3 bring the School into disrepute.

5 Minor breaches of discipline

- 5.1 A range of sanctions is available for those who breach the School rules and policies for behaviour and discipline. Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.
- 5.2 Allegations, complaints or rumours of minor breaches of discipline are dealt with by teaching, pastoral and support staff as they occur. Staff may carry out informal interviews with the pupils involved. Low level sanctions may be given (see below).
- 5.3 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and/or the School community as a whole.
- 5.4 The sanctions applied include a verbal reprimand and reminder of the expectations of behaviour, the withdrawal of free time via detentions (including detentions outside of school hours), and the withdrawal of privileges. For Junior School details see appendix 9.

6 Serious breaches of discipline

- 6.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head.
- 6.2 The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:
- 6.2.1 supply / possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol, tobacco or e-cigarettes and liquids
 - 6.2.2 theft, blackmail, physical violence, intimidation, sexism, homophobia or transphobia, racism or persistent bullying
 - 6.2.3 physical, emotional or sexual misconduct or abuse

- 6.2.4 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety
 - 6.2.5 supply or possession of pornography
 - 6.2.6 possession or use of unauthorised firearms or other weapons (e.g. knives)
 - 6.2.7 vandalism or computer hacking
 - 6.2.8 initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
 - 6.2.9 behaviour which undermines or challenges the authority of teachers
 - 6.2.10 persistent attitudes or behaviour which are inconsistent with the School's ethos or disrupt the learning of others
 - 6.2.11 other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises
 - 6.2.12 other misconduct specifically provided for in the School's Parent Contract and School rules.
- 6.3 The range of sanctions for serious breaches of discipline include:
- 6.3.1 **Removal from lessons and free time at break and lunch:** A pupil may attend school but be removed from the school community for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation. A pupil removed as a disciplinary sanction would usually be removed for no longer than 5 days. A pupil removed as a neutral act pending the outcome of an investigation would be removed for the minimum possible time consistent with completing an investigation properly. Appropriate academic work will be provided. Also see appendix 9 Junior School Behaviour Procedures.
 - 6.3.2 **Suspension:** A pupil may be sent or released home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or pending a Review.
 - 6.3.3 **Removal from School:** The parents may be required to remove a pupil from the School if, after consultation with the Parents and if appropriate the pupil, the Head is of the opinion that:
 - (a) the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction or
 - (b) by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School or
 - (c) the Parents have treated the School or members of its staff or any member of the School community unreasonably.

In these circumstances, and at the sole discretion of the Head, the Parents may be permitted to withdraw the pupil as an alternative to Removal being required.
 - 6.3.4 **Expulsion:** A pupil may be expelled from the School for a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.

- 6.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 2.
- 6.5 If the findings of the investigation support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in Appendix 3.
- 6.6 The Head is required to act fairly and in accordance with the principles of natural justice.

7 Additional needs

- 7.1 The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the Head if they are unsure about how to manage a pupil's behaviour where this is related to a disability.
- 7.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head / SENCO and further action in accordance with the School's Policy on Special Educational Needs and Learning Difficulties will be considered.
- 7.3 Where Expulsion or Removal needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

8 Victims of breaches of discipline

- 8.1 Where there are pupils who are victims of breaches of discipline, these pupils will be offered reassurance, support and advice as necessary.

9 Safeguarding

- 9.1 If behaviour and discipline matters give rise to a safeguarding concern, the School's safeguarding procedures will be followed (see the Safeguarding Policy).

10 Malicious allegations against staff

- 10.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.
- 10.2 Where a Parent has made a deliberately invented or malicious allegation the Head will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 10.3 The School will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation.
- 10.4 The School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

11 Use of reasonable force

- 11.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 4. Guidance about the use of reasonable force is provided to staff in the Staff Code of Conduct.

11.2 Corporal punishment is not used at the School and force is never used as a form of punishment.

12 Searching pupils

12.1 Please see Appendix 5 for the School's policy on searching and confiscation.

13 Training

13.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

13.2 The level and frequency of training depends on the role of the individual member of staff.

13.3 The School maintains written records of all staff training.

14 Record keeping

14.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

14.2 A record is kept of sanctions imposed for serious misbehaviour. The record includes:

14.2.1 the name and year group of the pupil concerned

14.2.2 the nature and date of the offence

14.2.3 the sanction imposed and reason for it and


14.2.4 the name of the person imposing the sanction.

14.3 This record is reviewed regularly by members of the SMT and Head so that patterns in behaviour can be identified and managed appropriately.

15 Responsibility statement and allocation of tasks

15.1 The Governing Body has overall responsibility for all matters which are the subject of this policy.

15.2 To ensure the efficient discharge of its responsibilities under this policy, the Governing Body has delegated the implementation of the policy to members of SMT.

Authorised by Chair of Governors	
Date	17.10.2023
Circulation	Governors / teaching staff / all staff / parents / website
Status	Regulatory

- Appendix 1 Regulatory framework; publication and availability; definition
- Appendix 2 Investigations into serious breaches of discipline
- Appendix 3 Disciplinary meeting with the Head
- Appendix 4 Use of reasonable force
- Appendix 5 Searching and confiscation
- Appendix 6 Allegations against pupils
- Appendix 7 School Rules
- Appendix 8 Senior School classroom expectations and detentions
- Appendix 9 Junior School Behaviour Procedures – Rewards and Sanctions