



## Tonbridge Grammar School Behaviour Policy

### Rationale

At Tonbridge Grammar School we believe that all members of the School community have a right to learn and work within a safe and intellectually stimulating learning environment where relationships are grounded in mutual respect and recognise the value of each individual.

The values of the School are founded on respect:

- Respect for self
- Respect for others
- Respect for the environment

At Tonbridge Grammar School we believe that students learn best in an ordered environment where expectations of learning and behaviour are high and the self esteem of all students is enhanced by praise, reward and celebration. Where an individual does not respond, consequences are made explicit and applied consistently.

Positive relationships between and toward students are key to good behaviour. Our behaviour policy is based on recognition of the rights and responsibilities of all members of the School community, adherence to clear and consistent routines within and beyond the classroom and the creation of a culture that recognises and celebrates success. Students, staff and parents working in partnership is critical to achieving these goals.

### Aims

Through this policy we aim to:

- Ensure the rights of all students to learn in a respectful, orderly environment;
- Nurture responsible citizens, who show self-reliance and consideration for others;
- Promote an inclusive environment which recognises diversity and celebrates each person's aptitudes, abilities and endeavours;
- Foster an environment where abuse in the areas of race, gender, sexual orientation, faith, SEND and academic attainment are not tolerated and do not go unchallenged;
- Create an environment where questioning, divergent thinking and the freedom to learn from mistakes are all encouraged;
- Help all members of the School community to distinguish between acceptable and unacceptable behaviour.

### Roles and Responsibilities

Every member of the School Community is responsible for promoting and re-enforcing high expectations of student behaviour.

**The Governors are responsible for:**

- Ensuring the School has a strong behaviour policy to support staff in managing behaviour including the use of rewards and sanctions and providing strategic support to the Head Teacher in its delivery;
- Ensuring the regular review and communication of the School's behaviour policy.

**The Head Teacher is responsible for:**

- Working with all members of the School community to establish and maintain consistently high standards of behaviour at all times;
- Ensuring that statutory procedures and guidance are followed.

**The Strategy Group are responsible for:**

- Working with middle leaders, teams and individuals to maintain consistently high standards of behaviour at all times;
- Ensuring teams and individuals understand and follow statutory procedures and guidance.

**Curriculum Directors and Subject Leaders are responsible for;**

- Ensuring the fair and consistent implementation and day-to-day management of policy and procedures in their areas.

**All staff are expected to:**

- Provide a caring environment which respects and promotes learning;
- Play an active part in building up a sense of community;
- Be a good role model for students – model the key characteristics of the International Baccalaureate Learner Profile (Appendix 1);
- Ensure that students are emotionally and physically safe in school;
- Make explicit in a constructive and positive way the high standards of behaviour expected of students including dress, punctuality and homework;
- Promote and celebrate achievement and success through fair and consistent application of the reward system;
- Challenge inappropriate/unacceptable behaviour;
- Apply sanctions and provide support interventions in line with the behaviour policy, fairly and consistently;
- Communicate concerns about behaviour with parents as appropriate
- Be alert to signs of bullying and harassment and deal firmly with such problems, in line with the anti-bullying policy.

**All students are expected to:**

- Take responsibility for their own behaviour;
- Participate in creating and maintaining an environment which respects and promotes learning;
- Avoid behaviour which hurts, disturbs or distracts others, whether directly or through electronic means;
- Positively acknowledge and celebrate the success of others;
- Adhere to the expectations of behaviour set out in the Student Code of Conduct;
- Adhere to the mobile phone charter;
- Adhere to the ICT Acceptable Use Policy;
- Ensure that incidents of bullying and any form of harassment are reported.

**Parents are expected to:**

Work in partnership with the School to maintain high standards in approaches to learning and behaviour through:

- Ensuring their child is punctual to school, fully prepared for learning and adhering to uniform/dress code requirements;
- Actively encouraging their child to observe the Code of Conduct and associated policies and procedures including the Mobile Phone Charter and Acceptable use of ICT;
- Actively supporting the School's procedures for acknowledging and celebrating students' success;

- Ensuring high levels of attendance for their child with absence for reasons other than ill health or other emergency circumstances, agreed with the Head Teacher in advance;
- Maintaining good communications with the School in line with the Communications Charter;
- Actively supporting the School when sanctions and support interventions are applied;
- Actively encouraging their child to show respect for school property and ensure resources on loan from the School are returned in good condition.

## Implementation

### Code of Conduct

Student in Years 7 – 11 and in the Sixth Form are expected to conduct themselves in accordance with the Student Code of Conduct (Appendix 2). The Code of Conduct is structured around the principles of:

- Respect for self
- Respect for others
- Respect for the environment

Behaviour consistent with the Code is expected both in school and off the school site, including behaviour on activities arranged by the School, on the way to and from school and when wearing school uniform/dress code in public places.

### Acceptable and Unacceptable Behaviour

In addition to the following general expectations of behaviour, the Covid-19 outbreak in the UK necessitates extra provisions related to the protocols established for the protection of the whole school community. These protocols have been shared with parents and students, are updated as necessary and may be found on the School website. Students attending sessions have been asked to confirm their understanding of these protocols and their link to this Behaviour Policy.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

The School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community including relationships:

- between students;
- between students and staff (teachers and support);
- between students and visitors or other persons within the school premises or outside.

TGS identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation physical abuse, bullying and harassment (including racist, sexist or homophobic abuse) as examples of unacceptable behaviour. The School also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

Standards of acceptable and unacceptable behaviour are reflected in the Student Code of Conduct and communicated to students, parents and carers through this Code, the Behaviour Policy other linked policies, assemblies, learning mentor and HSEE sessions.

Standards of acceptable and unacceptable behaviour are communicated to staff through the Behaviour Policy and other linked policies and through staff training.

### Curriculum and Learning

As an IB World School the Curriculum the School follows the IB Middle Years Programme in Years 7 – 9 and the IB Diploma in Years 12 – 13. Learning across all years is informed by International Baccalaureate principles that promote and develop personal values including a strong sense of community responsibility that aims to 'develop internationally minded citizens who recognise our common humanity and guardianship of the planet and are committed to working together to create a better and more peaceful world' (International Baccalaureate Mission Statement).

Behaviour Policy

Approved: January 2019

Review: July 2020

Approval: Curriculum & Staffing

These principles are reflected in the IB Learner Profile and provide the framework for our behaviour policy.

At TGS we believe an appropriately balanced curriculum and effective learning contribute to positive behaviour. Planned differentiation for the needs of individual students, the active involvement of students in their own learning, and structured feedback on progress and attainment all help to create positive learning behaviours.

## **Classroom Management and Pedagogy**

Classroom management and pedagogical approaches have a fundamental influence on promoting positive behaviour. Our classroom environments are designed to visibly demonstrate to students the high value placed on learning here. We recognise that establishing the best climate for learning encourages and promotes high standards of behaviour. Approaches to learning at TGS promote a growth mindset where intellectual curiosity and risk taking in learning are encouraged and students are supported to learn from their mistakes.

Recognising and celebrating success in learning are important in developing resilient learners and building self esteem. A range of support interventions are applied where appropriate to encourage and support individual students to engage in their learning.

## **Rewards**

We believe encouragement is crucial in promoting good behaviour and increasing motivation. TGS places a high emphasis on praise and positive feedback, both to individuals and groups. Students who display positive behaviour and IB Learner Profile attributes will receive House Points.

Rewards are given not only for academic achievement and progress but also endeavour and co-curricular activities such as music, drama, sport, service to the School or community or charity work, contribution and commitment to school clubs and representing the School.

Procedures for recognising and rewarding students through the Rewards System are outlined at (Appendix 4).

The School monitors the use of rewards to ensure they operate in a way that is consistent and meaningful for students and with due regard to equal opportunities and anti discrimination.

## **Early Intervention and Behaviour Support**

The School recognises the importance of early intervention and preventative work in positively reinforcing behaviour management and all students are encouraged to take responsibility for their own behaviour and recognise the consequences of inappropriate behaviour. Parents and carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.

The School will regularly review the support available to individual students where behaviour for learning or wider behaviours are at risk of falling below the School's expectations. Support intervention strategies include:

- Reasonable adjustments to teaching and learning strategies for students should their behaviour be the result of a learning difficulty, disability or medical condition;
- Peer or staff mentoring to support with self management and self esteem;
- Acceptable Behaviour Contract for students where persistent behaviour infringements necessitate explicit and sustained setting and re-enforcement of behaviour expectations;
- Planned time out for students who experience difficulties with anxiety or impulsive behaviour. Students will take a period of time out from the classroom and visit an agreed location where they receive supervised support;

- Personal Support Plan – the aim of the PSP is to support social inclusion and help reduce the need for implementation of escalating sanctions including fixed term or permanent exclusion. The PSP process is designed to support students for whom the usual school based strategies have not been effective. The PSP must involve the student and parents in the shared challenge of improving student behaviour and/or social skills and includes identification of expected behaviour and additional strategies to support;
- Personalised time table set up for individuals to support learning or behavioural needs;
- Referral to and working with external agencies including Educational Psychologist and other youth focussed services including Pupil Referral Unit (PRU) provision. The School will refer students if our own strategies have not impacted on student's behaviour or their behavioural and learning needs are complex and require additional specialist support.

## Sanctions

All members of the school community have the right to expect fair and consistently applied sanctions for inappropriate behaviour choices which make a clear distinction between serious and minor infringements of the Code of Conduct.

An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. The sanction applied will depend on the precise nature of the incident including the age and vulnerability of the student involved. None of the School's sanctions should be degrading or humiliating. Sanctions (and rewards) must be applied fairly and consistently, for example, it is not appropriate to issue a whole class sanction for the misbehaviour of a few.

The Education Acts of 2006 and 2011 and the Education and Inspections Act of 2006 gives all schools the 'Power to Discipline'. Teachers and other paid staff with responsibility for students (unless the Head Teacher designates otherwise) have a statutory authority to discipline students whose behaviour is unacceptable, who breach the Student Code of Conduct or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006).

In determining whether a disciplinary sanction is 'reasonable' the staff member must take into account:

- Whether the sanction is a proportionate response to the circumstances;
- Whether there are any special circumstances which are known to the person imposing the sanction including:
  - a) The student's age;
  - b) Any Special Educational Need or Disability;
  - c) Any religious requirement affecting the student.

The School has developed a consistent range of strategies and sanctions in response to a breach of the Student Code of Conduct including:

- Removing a student from a specific group/class or particular lesson on a short term basis
- Detention (at break or lunchtime or after school)
- Attendance at school on days where student attendance is not required (eg Academy Days)
- Completion of additional work
- Community Service – carrying out a useful task in the School
- Internal Isolation
- Transfer to a different teaching class and / or Learning Community
- Fixed Term Exclusion
- Managed transfer to another local school

- Permanent Exclusion

Examples of the implementation of proportionate strategies and sanctions can be found at Appendix 4.

### **Detentions**

Teaching staff and Student Support Staff (including Student Advisors) have the right to arrange a detention for a student during morning break, at lunchtime or after school. Curriculum Directors and members of the Senior Leadership Team are also able to make arrangements to detain students in school on Academy Days. Parental consent for detentions is not required. The School will continue to provide parents with 24 hours notice of detentions that take place after school or on Academy Days to assist in making appropriate arrangements.

### **Isolation**

Students may be isolated within school from social time (before school, at break and lunchtime) under the direct supervision of the Student Advisor, Curriculum Director or another senior member of staff. During such social isolation a student will be given the opportunity to reflect on their behaviour and its impact.

The School seeks to minimise student isolation within school from curriculum lessons, but where such a sanction is proportionate (or it is necessary to isolate an individual student pending the completion of an investigation into an allegation of a serious health and safety or safeguarding nature) the student will spend lesson time away from their normal class under the direct supervision of a senior member of staff (SLT or Middle Leader). On these occasions students may work separately to all other students or sit at the back of a classroom with students from a different year group.

Any student in isolation will be provided with appropriate work by their class teacher and expected to co-operate with the isolation and complete work set.

### **Fixed Term Exclusion**

The School will use fixed term exclusion (including lunch time exclusion) if a student has seriously broken school the Student Code of Conduct and where other intervention strategies and sanctions, including the use of internal isolation, has had limited impact **or** where allowing the student to remain in school would seriously harm their education or welfare or the education and welfare of other students.

A decision to exclude can only be made by the Head Teacher, or Deputy Head Teacher in the absence of the Head Teacher.

Before deciding to exclude the Head Teacher will:

- Ensure that an appropriate investigation has been conducted;
- Ensure all the relevant evidence has been considered;
- Provide the student with the opportunity to be heard;
- Consult with other relevant people if necessary.

Having considered these matters the Head Teacher will make a decision based on the balance of probability having regard to any current guidance from the DfE.

Before deciding to exclude the Head Teacher will additionally:

- consult the SENCO should the student have an Education Health Care Plan (EHCP) in place;
- consult the DSL should a student be on the child protection register;
- Consult the staff member responsible for Looked After Children (LAC) should the student be in public care or living independently.

The School will make appropriate educational arrangements for a student on their 6<sup>th</sup> day of Fixed Term Exclusion. For exclusions lasting 1 – 5 days the relevant Student Advisor or Curriculum Director is



responsible for ensuring that appropriate learning is set to be completed by the student at home. During a fixed term exclusion parents must ensure their child is not found in a public place during school hours.

A re-integration meeting between senior representatives of the School, the student and parents will take place at the end of a fixed period exclusion to establish expectations of conduct and outline behaviour support interventions (where appropriate) to be put in place to support a successful return to school.

### **Permanent Exclusion (including Managed Transfer)**

A decision to exclude a student permanently is only taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail or if an exceptional 'one-off' offence has been committed such as:

- Serious violence, actual or threatened against a student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Any other one off offence considered by the Head Teacher to be exceptionally serious.

Parents have the right to make representations to the Governing Body about exclusion and the Governing Body must review a decision to permanently exclude. Where a governing body upholds the permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

The Head Teacher, at their discretion, may offer a student at risk of permanent exclusion a managed move to another local school in accordance with the managed move protocols operating across West Kent Secondary Schools. In accordance with managed move protocols should the move not be successful during the trial period the student will return to Tonbridge Grammar School where a permanent exclusion process may then be initiated.

### **Search and Confiscation**

Staff have the right to search for and confiscate articles ('seize, retain or dispose of') with authority from the Head Teacher. Full details are given in the Search and Confiscation Policy.

### **Use of Reasonable Force**

The School regards the use of reasonable force on students by its staff as a last resort, which is necessary only in exceptional and rare circumstances. Full details are given in the Use of Reasonable Force Policy.

### **Students with Disabilities**

The School aims to ensure that students with disabilities are not treated less favourably than other students. Students will not be excluded for behaviour which is directly or indirectly connected to their disability and/or special educational needs if alternative measures have not been taken to implement the correct provision to avoid an exclusion. Any exclusion of a student with a disability will be closely monitored. The School has the legal responsibility to make reasonable adjustments in such cases

### **Review of the Efficacy and Impact of the School's Behaviour Policy**

Curriculum Directors and Student Advisors meet regularly to discuss the behaviour of students and monitor and evaluate the impact of intervention strategies and consistency of application.

Training in applying the School's behaviour policy is provided as part of the induction of new staff, and to existing staff when any changes are made to the policy.

### **Monitoring and Evaluation of Behaviour Policy**

The School's Behaviour Policy is monitored and reviewed by Governors every 3 years.

## APPENDIX 1: - IB LEARNER PROFILE



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## APPENDIX 2:-



**Tonbridge Grammar School**  
**CODE OF CONDUCT FOR STUDENTS**

Code of Conduct	Guidance
Demonstrate <b>RESPECT FOR SELF</b> Care for our health and safety Be self-disciplined Show pride in personal appearance Be ready to learn and engaged in learning Be honest with self and others	Be punctual to school and lessons Dress with pride in accordance with uniform regulation / dress code Bring the right materials and equipment for learning Actively participate in learning Observe student homework charter expectations Use ICT safely observing school expectations Only leave school with permission Take responsibility for own property
Demonstrate <b>RESPECT FOR OTHERS</b> Ensure all communication is kind, helpful and necessary actively listen and cooperate are courteous and helpful protect the rights of others to learn resolve conflict	Cooperate with staff requests and instructions Be courteous in language and behaviour Listen to others without making negative comments Ensure ICT communications are kind and consistent with the ICT Acceptable Use Policy Be respectful of the diversity within the School – treat others with kindness and respect regardless of race, culture, religious, gender diversity Use mobile phones and other electronic devices courteously (in line with the Mobile Phone Charter) No cigarettes, vapes, alcohol or illegal drugs Show courtesy and respect for our neighbours <ul style="list-style-type: none"> <li>- be quiet and orderly in entry and exit to the School</li> <li>- Show respect for neighbours property maintaining access to their homes and avoid trespass on their property</li> <li>- Be mindful of other pedestrians when waiting walking to and from school</li> </ul> Be a positive role model for the School within the community
Demonstrate <b>RESPECT FOR OUR ENVIRONMENT</b> Take pride in the environment Use resources and property carefully Represent our school positively	Take care of all school equipment and resources avoid careless or wilful damage including graffiti Tidy up after yourself in all areas of the school including – classrooms, the library, the dining areas and the school grounds – use bins Full participation in school initiatives to maintain the environment including recycling and litter picks Observe guidelines on where to eat and keep the School free of chewing gum



## Tonbridge Grammar School SIXTH FORM LEARNING AGREEMENT

***All students in the Sixth Form are expected to observe the Student Code of Conduct. In addition we recognise that Sixth Form students have greater autonomy and flexibility in where and how they learn and interact in the School. The Sixth Form Learning Agreement outlines the specific expectations for conduct that supports learning which should be observed in addition to the Code of Conduct for all students.***

### Attendance

- I will ensure that I comply with Sixth Form registration procedures (see Student Handbook).
- I will ensure a high level of punctuality and attendance (in line with the school target of 95%, including absence for illness).
- Should my attendance fall below 90%, I understand that I may be required to pay for examination entry fees.
- I will not take any holidays in term time.
- I am entitled to up to two authorised university visits per year.
- I am entitled to attend up to two one-day subject-specific events in the co-curriculum calendar.
- I understand that I may be required to attend one or more of the Academy days should my attendance or approaches to learning fall below expectations.

### Approaches to Learning

- I will use my Independent Study periods productively in the places provided. I will respect that IB2, IB3 and IB4 (Higher Level spaces) are for **silent** study only.
- I will work positively and productively during all lessons and will complete work to a standard at least in line with my projections and to specified deadlines. Where there are problems, I will seek advice from my Personal Tutor and subject teacher in advance.

### Community

- I will abide by the School Code of Conduct, upholding school rules on behaviour, and do my best to be a positive role model for all younger students.
- I will abide by the Sixth Form Dress Code.
- I will respect school property, the school environment and the surrounding neighbourhood.
- I will play an active part in keeping the IBarn and its surroundings clean, tidy and presentable at all times for the benefit of everyone using the facilities.
- I will only eat in designated eating areas (IBase and outdoors).
- I will abide by the ICT and mobile phones acceptable use policies.
- If I travel by car or motorcycle to school, I will register it with the Sixth Form Student Manager. **I will park my car responsibly** and will observe the parking restrictions in the neighbouring area.
- If I have an on-site parking permit I will comply with the Sixth Form Parking Policy.
- I will make a service contribution and play my part in the wider school and local community as directed by the Sixth Form Student Leadership team and members of staff.
- I will give service to the school by attending the 16 plus Open Evening (October) and the 10 to 6 information event for Year 10 students (June) if required. I will also take a full and active part in supporting Foundation Day events.

## APPENDIX 3:-

### REWARDS

Students who display positive behaviour in line with the IB Learner Profile attributes will receive House Points. Students will regularly be acknowledged for behaviour which shows that they are caring, knowledgeable, principled, inquirers, thinkers, reflective, courageous, communicators, open-minded and balanced.

Rewards are given not only for academic achievement and progress but also endeavour and co-curricular activities such as music, drama, sport, service to the School or community or charity work, contribution and commitment to clubs and representing the School

#### The Rewards System

An accumulation of House Points leads to further recognition for students. This system is regularly reviewed in consultation with the school's Student Voice and processes and procedures are documented separately.

#### Formal events to celebrate students' achievements and involvement

##### Celebration Assemblies

Assemblies will be held termly to celebrate student success. The celebration assembly may include the display of work, music performances, presentation of sports awards and accounts of students' involvement in enrichment activities.

**Annual prize-giving/celebration of achievement.** This is an afternoon event for students, parents, staff, governors and invited guests at which awards, certificates and subject prizes are awarded for each year group. GCSE certificates and IB Diplomas are also presented.

#### Rewards and the House System

There are six houses: Arnold, Carey, Debney, Fayerman, Mitchener and Taylor.

There are four cups/prizes which are awarded to the house with the most points from the following events:

Sporting Shield	Points from inter-house events and Sports Day
Achievement Shield	Individual house points including those from co-curricular events
Music Shield	Points from music competitions
Charity Shield	To the House which has raised the most money for charity over the year
Millennium House Cup	To the House which has achieved the most house points annually

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## **APPENDIX 4:-**

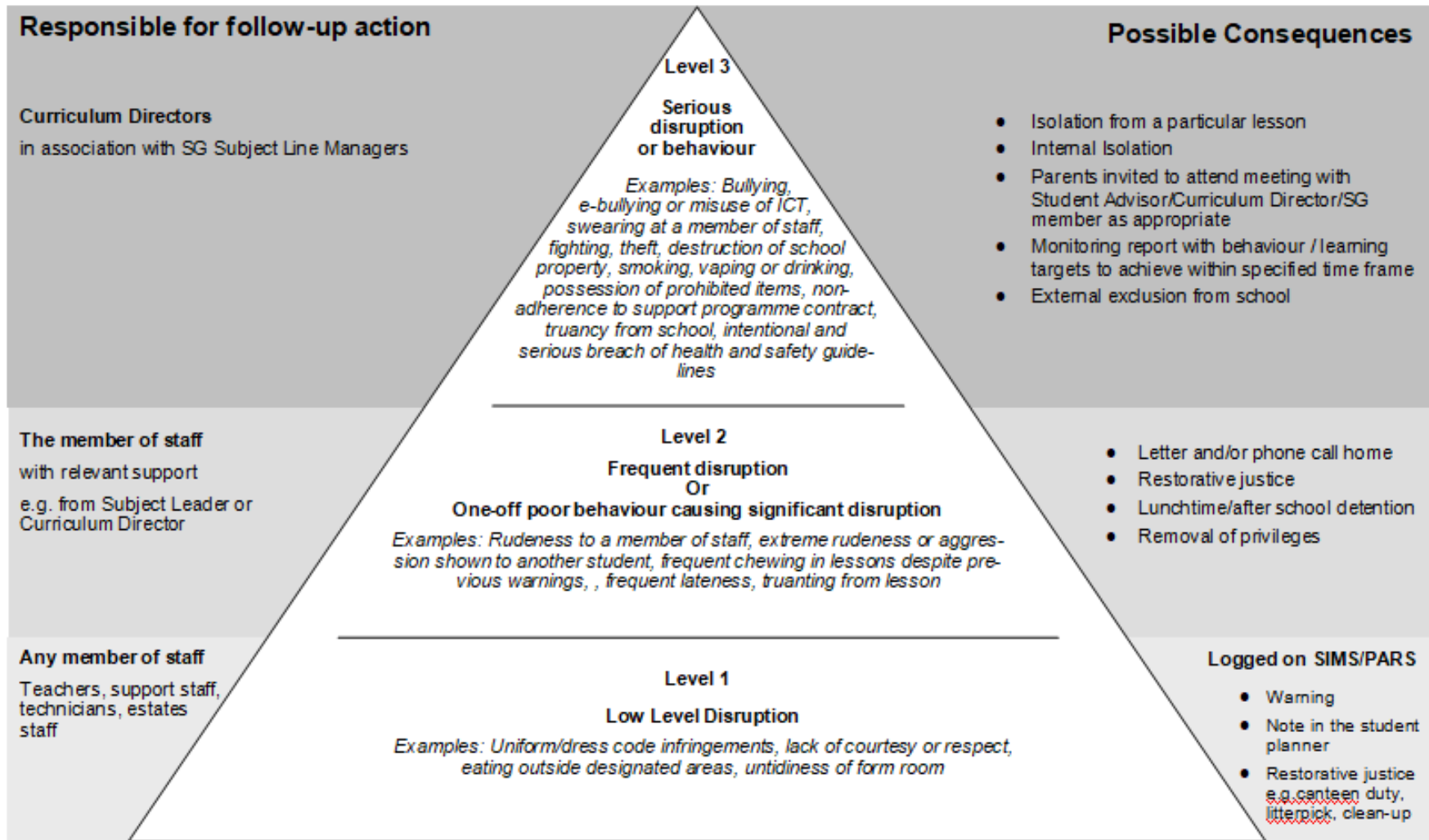
### **Examples of Behaviour Infringements and Consequences Examples of Academic Progress and Support Interventions**

The tables below provide illustrative examples of the potential consequences to breaches in behaviour and expectations for learning.

All consequences are indicated as a guideline and are context based. The final consequences will depend on the precise nature of the incident including the age and vulnerability of the student involved.

Where a student is in breach of a behaviour or learning support contract any breach of their contract is addressed at Level 3.

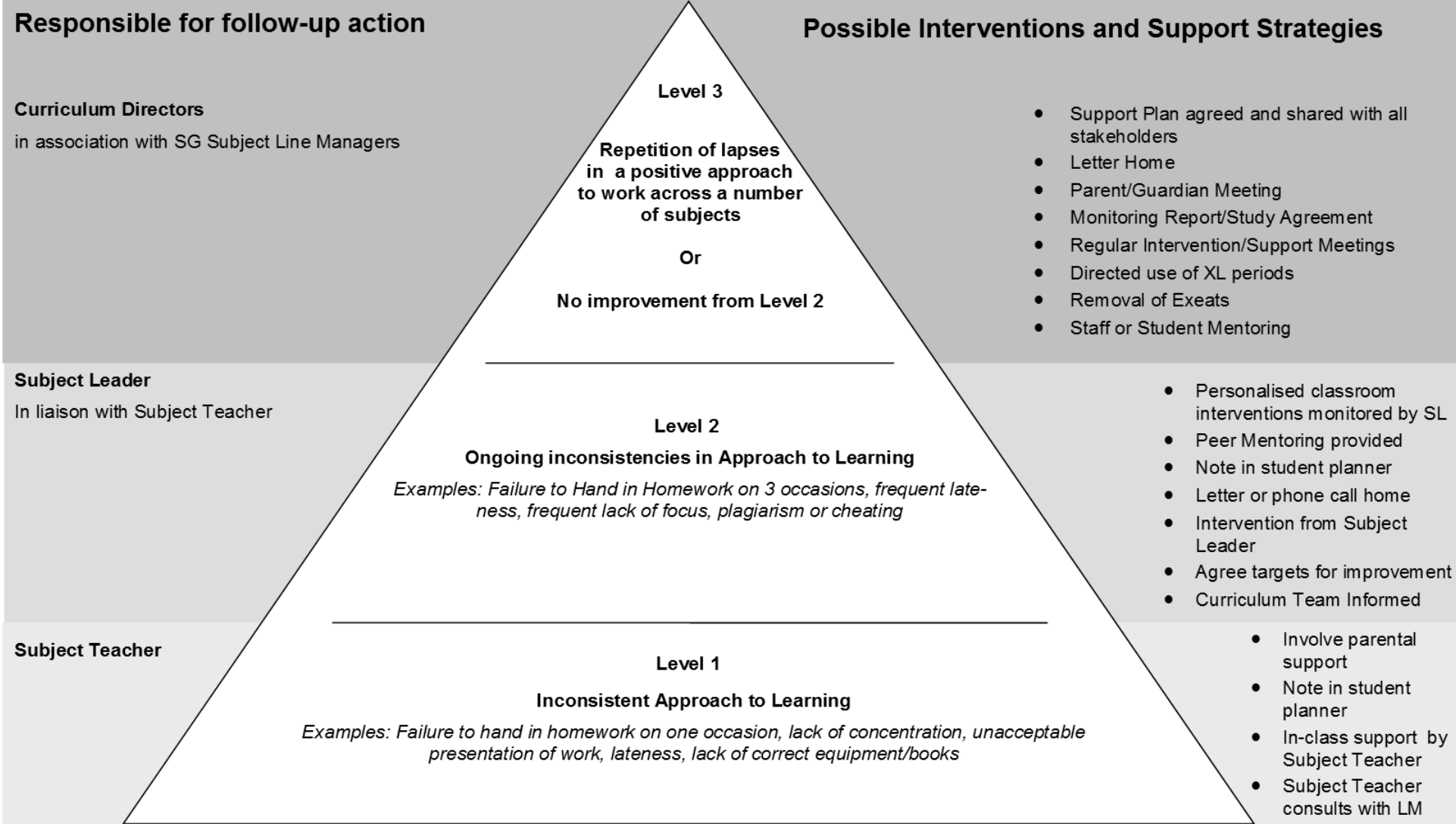
## Behaviour Infringements and Consequences



**All consequences will be logged on SIMS/PARS for monitoring purposes**



# Academic Progress and Support Interventions



**Note : Should Behaviour be such that a student breaches a support programme/contract, the issue would become a Level 3 Behaviour Infringement**

## APPENDIX 5:-

### MOBILE PHONE CHARTER

#### Key Principles

The widespread ownership of mobile phones and the increasing sophistication of their technology has a number of implications for schools relating to safeguarding and teaching & learning. It is important that students, parents/carers and staff take steps to ensure that mobile phones are used responsibly in school.

We recognise the importance of emerging technologies present in modern mobile phones e.g. camera and video recording, internet access, audio recording.

Teachers may wish to utilise these functions to support teaching and learning and pupils may have the opportunity to use their mobile phones in the classroom only when express permission has been given by the teacher.

This Charter is designed to ensure that:

- the educational and safety benefits of mobile phones can be enjoyed by students,
- potential misuse involving mobile phones is prevented, and
- no student is disadvantaged in learning activities if they are not in possession of a mobile phone with multimedia functions.

#### The Role of Students

Students **must not** use their mobile phones:

- during the school day (except at break or lunchtime only. At all other times phones must be switched off);
- whilst travelling between lessons;
- in Learning Mentor time;
- in designated 'phone-free zones' (Canteen, changing rooms, toilets, any examination room);
- in lessons without permission from a member of staff;
- to bully or threaten other students in or out of school hours;
- to photograph, film or record audio from any student or staff member without their consent. Pictures, videos or audio files must not be sent to other students or uploaded to a website for public viewing;
- to inform parents they are sick or unwell. All such communication must go through the school office first so that appropriate advice and support can be given;
- to communicate with a parent or other person in response to a situation at school. This is unacceptable as it bypasses the School's clear procedures for dealing with any behaviour or other incident in school.

Students should:

- protect their phone numbers by only giving them to friends;
- never give anyone their password/pin code;
- not use their mobile phones as they walk to and from school (unless there is an emergency) to avoid potential traffic incidents involving students not paying full attention to their road use;
- keep phones well concealed to reduce the risk of theft.

Students who have phones with Internet connectivity must comply with all aspects of the ICT Acceptable Use Policy.

Students must report any misuse of mobile phones to a member of staff.

**A criminal offence may be committed if a mobile phone is used to:**

- **menace, harass or offend another person;**
- **send inappropriate or explicit photographs.**

**Students should be aware that calls, text messages and emails can be traced.**

*When communicating, students must remember the 3 important questions about the words used:*

*Are they kind?*

*Are they necessary?*

*Are they helpful?*

## **The Role of Parents/Carers:**

To support the School in reinforcing the charter and any sanctions relating to misuse of mobile phones in and out of school hours.

To understand that in cases of a family emergency, the School should be the only point of contact. Parents are asked not to contact students directly. School staff can then ensure their child is reached quickly and assisted in an appropriate way.

To understand that the School cannot accept responsibility for replacing lost, stolen or damaged mobile phones.

Parents are advised that additional information on the use of mobile phones and new technology can be found on the parent portal.

## **The Role of the School:**

The School will provide learning opportunities relating to the appropriate and safe use of mobile phones.

Staff will reinforce the charter to ensure that mobile phones are not used in any manner or place that is disruptive to the normal routine of the School.

The school will fully investigate all allegations of misuse of phones and will involve parents, whether the incidents happen in or out of school hours. Where appropriate, cases may be referred to our Police Community Support Officer or directly to Kent Police.

Staff will ensure that no student is disadvantaged in learning activities if they are not in possession of a mobile phone with multimedia functions by providing alternative equipment such as digital cameras and sound recorders, or making material available on the school network.

## **APPENDIX 6:-**

### **Link Policies:**

Acceptable Use of ICT

Attendance

Anti Bullying

Complaints

Curriculum

Drugs and Alcohol

Search and Confiscation

Special Educational Needs

Staff Code of Conduct

Use of Reasonable Force