



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 for self, for others and for the environment

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.

This policy has been developed in accordance with current Department for Education guidance, including guidance relating to behaviour in schools, suspensions and permanent exclusions, mobile phones in schools, and the SEND Code of Practice, to ensure compliance with statutory requirements and best practice.

Aims

Through this policy we aim to:

- Ensure the right of every student to learn in a safe, respectful and orderly environment.
- Promote the physical and emotional safety and wellbeing of all members of the school community.
- Nurture responsible, self-reliant and considerate individuals who make a positive contribution to the school and wider community.
- Foster an inclusive culture where diversity is valued, individual differences are respected, and every person feels a sense of belonging.
- Ensure that discrimination, bullying, harassment or abuse, including that related to race, sex, disability, faith, sexual orientation, gender identity, SEND or academic attainment, are not tolerated and are challenged appropriately.
- Create an environment where curiosity, questioning, intellectual risk-taking and learning from mistakes are encouraged.
- Develop a shared understanding of acceptable conduct, helping all members of the school community to make positive choices and take responsibility for their actions.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics. This forms part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Behaviour Policy

Approved: September 2026

Review: annually

Review due: September 2027

Approval: Head Teacher

Roles and Responsibilities

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

The Board of Trustees 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 Strategic Leadership Team 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.
 - Working with other 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.

Student Support Co-ordinators are responsible for:

- Monitoring students' behaviour, attendance, wellbeing and engagement on a day-to-day basis.
- Identifying patterns, trends and emerging concerns, and taking appropriate action or referring concerns to relevant staff.
- Gathering and analysing information to support behaviour interventions and pastoral support plans.
- Working collaboratively with Form Tutors, Curriculum Directors, parents/carers and other professionals to improve outcomes for students.
- Supporting students to reflect on their behaviour and engage positively with strategies designed to bring about improvement.
- Maintaining accurate behaviour records and ensuring relevant information is communicated promptly to staff.

Form Tutors are responsible for:

- Monitoring and responding to information provided by Curriculum Teams regarding students' behaviour, attendance, wellbeing and engagement.
- Following up behaviour concerns with students, parents/carers and Curriculum Teams, seeking to understand underlying causes while maintaining high expectations.
- Supporting students to reflect on their behaviour, resolve concerns, repair relationships where appropriate and make positive choices.
- Recognising and celebrating students' achievements, effort and positive contributions, including communicating successes with parents/carers.
- Promoting the school's expectations, values and standards through daily interactions and tutor time activities.

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/carers as appropriate
- Be alert to signs of bullying, discrimination and harassment and deal firmly with such problems, in line with the anti-bullying policy.

All students are expected to:

- Take responsibility for their behaviour and the impact of their actions on others.
- Contribute to a safe, respectful, inclusive and purposeful environment that supports learning.
- Treat all members of the school community with kindness, dignity and respect, in accordance with the school's Anti-Bullying Policy.
- Attend regularly, arrive punctually and engage fully in school life, in line with the school's Attendance Policy.
- Avoid behaviour that may harm, intimidate, disrupt or distract others, whether in person or through electronic means.
- Use technology, mobile devices and online platforms safely, responsibly and in accordance with the school's Acceptable Use of ICT Guidance and Mobile Phone Charter.
- Refrain from bringing, using or being under the influence of drugs, alcohol or other prohibited substances, in accordance with the school's Drugs and Alcohol Policy.
- Positively acknowledge and celebrate the achievements and contributions of others.
- Report bullying, harassment, discrimination or any concerns relating to the safety or wellbeing of themselves or others.
- Adhere to the expectations set out in the Student Code of Conduct and all other relevant school policies.

Parents and carers are expected to:

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

- Reinforcing the School's Behaviour Policy at home
- 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 Behaviour Policy, Mobile Phone Charter, Acceptable use of ICT, Attendance Policy and Drugs and Alcohol Policy;
- 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.

Behaviour Policy

Approved: September 2026

Review: annually

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Approval: Head Teacher

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:

- being **READY**
- showing **RESPECT**
- being **SAFE**

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.

House Points and Behaviour for Learning

Achievements are recorded as House Points awarded by staff when students display the attributes of the IB Learner Profile.

Behaviour points are recorded where students are not meeting expectations. They are classified as Ready, Respect, Safe.

Category	Examples of positive behaviours include
Ready	Have the correct equipment for a lesson, complete homework on time, be punctual, let staff know if you need help, take pride in learning
Respect	Be respectful in interactions with others, wear the correct uniform, respect the school environment, listen to others
Safe	Keep self and others safe by following Health & Safety requirements, use technology positively and ensure communications are “kind, necessary, helpful”, acting as a positive role model

Acceptable and Unacceptable Behaviour

The School defines acceptable behaviour as conduct that promotes a safe, respectful, inclusive and purposeful environment in which all members of the school community can learn, work and thrive. Acceptable behaviour is characterised by courtesy, cooperation, responsibility, integrity and consideration for others within all relationships, including:

- between students;
- between students and staff;
- between staff;
- between students and visitors or other members of the community, both on and off the school site.

TGS defines unacceptable behaviour as any behaviour that compromises safety, wellbeing, dignity or teaching and learning. Examples include, but are not limited to:

- disruption to learning;
- refusal to follow reasonable instructions;
- name-calling and verbal abuse;
- threatening, intimidating or aggressive behaviour;
- bullying, harassment or victimisation;
- discriminatory or prejudicial behaviour, including behaviour related to race, disability, sex, religion or belief, sexual orientation, gender reassignment or any other protected characteristic;
- sexual harassment or sexual violence;
- online abuse or inappropriate use of technology;
- vandalism, theft or damage to property;
- physical aggression or violence;
- extremist behaviour or the promotion of extremist views.

Certain forms of unacceptable behaviour are addressed in greater detail within the School's associated policies. All members of the school community are expected to act in accordance with the Anti-Bullying Policy, Acceptable Use of ICT Policy, Attendance Policy, Drugs and Alcohol Policy, Special Educational Needs and Disability (SEND) Policy, Safeguarding and Child Protection Policy, Mobile Phone Charter and Student Code of Conduct.

Standards of acceptable and unacceptable behaviour are communicated to students and parents/carers through the Student Code of Conduct, the Behaviour Policy and other related school policies, as well as through assemblies, tutor time and PSHE.

Standards of acceptable and unacceptable behaviour are communicated to staff through the Behaviour Policy, related policies and ongoing professional development and training.

Curriculum and Learning

Learning across all years promotes and develops 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. These principles are reflected in the IB Learner Profile and provide the framework for our rewards system.

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. 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 5).

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 suspension 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 timetable 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

Response to misbehaviour has the following aims:

- to maintain the culture of the school,
- restore a calm and safe environment in which all students can learn and thrive, and
- prevent the recurrence of misbehaviour.

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.

A response to behaviour may have various purposes including:

- **deterrence:** sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- **protection:** keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support students to understand and meet the behaviour expectations of the school and maintain positive engagement.

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 will 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.

School staff have statutory authority to discipline students whose behaviour is unacceptable, who breach the Student Code of Conduct or who fail to follow a reasonable instruction, in accordance with the Education and Inspections Act 2006 and current Department for Education guidance.

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.

Students may find their emotions difficult to manage or may have misinterpreted the rules. Students will be supported to understand and follow the rules.

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 (e.g. 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
- Suspension
- Managed move 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 Support Co-ordinators) have the right to arrange a detention for a student during morning break, at lunchtime or after school. With lunchtime detentions, staff allow reasonable time for the student to eat, drink and use the toilet.

Curriculum Directors and members of the Strategic 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 provide parents with 24 hours' notice of detentions that take place after school or on Academy Days to assist in making appropriate arrangements.

School staff will not issue a detention where there is any reasonable concern that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider:

- whether the detention is likely to put the student at increased risk;
- whether the student has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment.

Isolation

Students may be isolated within school from social time (before school, at break and lunchtime) under the direct supervision of the Student Support Co-ordinator, 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.

Suspension

The School will follow the current Department for Education statutory guidance on suspension and permanent exclusion, including requirements relating to student movement, off-site direction, managed moves and separation of students for safeguarding purposes.

The School may use suspension if a student has seriously breached the Student Code of Conduct and other intervention strategies and sanctions, including internal isolation, have had limited impact, or where allowing the student to remain in school would seriously harm their education or welfare or the education or welfare of others.

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.

Where relevant, the Head Teacher will involve the SENCO, Designated Safeguarding Lead, social worker and/or Virtual School Head, in accordance with current statutory guidance, including where the student has SEND, has a social worker or is looked after.

Where a suspension results in a student missing more than five school days, the School will arrange suitable full-time education from the sixth school day of the suspension, in accordance with statutory guidance.

For suspensions lasting 1 – 5 days the relevant Student Support Co-ordinator or Curriculum Director is responsible for ensuring that appropriate learning is set to be completed by the student at home. During a suspension 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 suspension 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 and Managed Moves

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 Board of Trustees about exclusion and the Board must review a decision to permanently exclude. Where the Trustees uphold a permanent exclusion, parents may apply for the decision to be reviewed by an Independent Review Panel, in accordance with statutory guidance.

The Head Teacher may, where appropriate and in the student's best interests, consider a managed move to another school. Any managed move will be voluntary, agreed with all relevant parties and undertaken in accordance with current Department for Education statutory guidance and applicable local arrangements.

Search and Confiscation

Staff may search students and confiscate items in circumstances permitted by law and in accordance with the School's Search and Confiscation Policy and current Department for Education guidance.

Use of Reasonable Force

The School seeks to minimise the need for restrictive interventions. Where reasonable force or another restrictive intervention is necessary, staff will act in accordance with current Department for Education guidance.

Students with Disabilities

The School aims to ensure that students with disabilities are not treated less favourably than other students.

Alternative arrangements for sanctions may be considered on a case-by-case basis for any student where an alternative arrangement would be more effective for that individual, based on personal circumstances. The School will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

When considering a sanction, including suspension or permanent exclusion, the School will consider whether a student's SEND or disability contributed to the behaviour, whether reasonable adjustments have been made and whether appropriate additional support is required. The School will comply with its duties under the Equality Act 2010 and have due regard to the SEND Code of Practice.

Supporting Students following a sanction

Following a sanction, strategies will be considered to help students understand how to improve their behaviour and meet the behaviour expectations of the School. These might include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- parents invited in for a meeting to discuss the consequences of continued misdemeanour
- inquiries into the student's conduct with other staff involved in teaching or supporting the student
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether any support for behaviour management being provided remains appropriate

These interventions are often part of a wider approach that involves the wellbeing and mental health of the student.

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

Curriculum Directors and Student Support Co-ordinators 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 Board of Trustees every 3 years.

APPENDIX 1: - IB LEARNER PROFILE

A graphic featuring a silhouette of a person's head in profile, facing right. The interior of the head is filled with a word cloud of the 10 IB Learner Profile attributes: Inquirers, Knowledgeable, Principled, Risk-Takers, Balanced, Reflective, Open-Minded, Communicators, Thinkers, and Caring. The words are in various colors and sizes. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around a smaller silhouette of the head. The background is a gradient of blue and white.

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:

INQUIRERS 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.	OPEN-MINDED 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.
KNOWLEDGEABLE 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.	CARING 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.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS 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.
COMMUNICATORS 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.	BALANCED 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.
PRINCIPLED 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.	REFLECTIVE 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.

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:****CODE OF CONDUCT FOR STUDENTS**

Principle	Guidance
READY Have the correct equipment for a lesson, complete homework on time, be punctual, let staff know if you need help, take pride in learning	• Be punctual to school and lessons • Bring the right materials and equipment for learning • Actively participate in learning • Observe student homework charter expectations • Take responsibility for own property
RESPECT Be respectful in interactions with others, wear the correct uniform, respect the school environment, listen to others	• Be respectful of the diversity within the school – treat others with kindness and respect regardless of race, culture, religious, gender diversity • Be self-disciplined • Be honest with self and others • Be courteous in language and behaviour • Cooperate with staff requests and instructions • Protect the rights of others to learn • Listen to others without making negative comments • Resolve conflict in a positive manner • Dress with pride in accordance with uniform regulation / dress code • Use mobile phones and other electronic devices courteously (in line with the Mobile Phone Charter) • Be mindful of other pedestrians when waiting walking to and from school • Show courtesy and respect for our neighbours and be quiet and orderly in entry and exit to the school • Show respect for neighbours' property maintaining access to their homes and avoid trespassing on their property
SAFE Keep self and others safe by following Health & Safety requirements, use technology positively and ensure communications are "kind, necessary, helpful", acting as a positive role model	• Be a positive role model for the school within the community • Only leave school with permission • Take pride in the environment • Use ICT safely observing school expectations • Ensure all communication is kind, helpful and necessary and consistent with the ICT Acceptable Use Guidance • Take care of all school equipment and resources avoid careless or wilful damage including graffiti • Observe guidelines on where to eat and keep the school free of chewing gum • Tidy up after yourself in all areas of the school including – classrooms, the library, the dining areas and the school grounds – use bins • Participate in school initiatives to maintain the environment including recycling and litter picks • No cigarettes, vapes or other nicotine products, alcohol or illegal drugs

APPENDIX 3:

SIXTH FORM CONTRACT



NAME OF STUDENT: _____

FORM TUTOR: _____

Attendance

- I will ensure that I comply with Sixth Form registration procedures (see 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 understand that entry to Year 13 is conditional upon achieving 24 points at the end of Year 12.
- I understand that entry to Year 13 is conditional upon an attendance of 95% during Year 12.
- 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 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 Learning Mentor and subject teacher in advance.
- I will abide by the Sixth Form Dress Code.

Community

- I will abide by my 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 respect school property, the school environment and the surrounding neighbourhood.
- I will play an active part in keeping the IBarn clean, tidy and presentable at all times for the benefit of everyone using the facilities.
- I will only eat in designated eating areas (IBarn and outdoors).
- I will abide by the ICT acceptable use policy.
- If I travel by car or motorcycle to school, I will register it with the Sixth Form Team. **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 Leadership team.
- I will give service to the school by attending the Sixth Form 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.

If I do not fulfil the expectations outlined above, I understand that one or more of the following sanctions will be applied: a verbal warning; lunch or after school detention; compulsory attendance at supervised independent study periods; withdrawal of study leave; a written warning; a letter to parents or carers; exclusion from the Sixth Form for a specified period; permanent exclusion from the Sixth Form.

I agree to abide by the terms of this contract.

Student: _____ Date: _____

We, the above-named student's parent(s)/guardians, have read the TGS Sixth Form Contract. We recognise that these arrangements exist to support the learning and wellbeing of all students so that they achieve their full potential. We wish to work in partnership with the school in upholding this contract.

Signed: _____ Date: _____ (Parent/Carer)

Behaviour Policy

Approved: September 2026

Review: annually

Review due: September 2027

Approval: Head Teacher

APPENDIX 4:-

Premise

- Our role is to educate not punish so all consequences provide opportunities for sharing further information, personal reflection by you and steps to correct misdemeanour and start afresh.
- The intention of the levels described below is to keep the management of the behaviour at the lowest possible level and avoid escalation whenever possible. All behaviour incidents falling in L1 and above are to be communicated to parents as indicated below.
- Behaviour incidents in lessons are dealt with by the Subject Teacher in the first instance. Concern is escalated to Subject Leader when negative behaviour continues, and Subject Teacher has been unsuccessful in resolving the issue over time.
- Behaviour incidents outside of lessons or reported across a number of subjects are dealt with by the Form Tutor in the first instance. Concern is escalated to the Student Support Coordinator when negative behaviour continues, and Form Tutor has been unsuccessful in resolving the issue over time.
- When behaviour incident is of a serious nature or is persistent, the Curriculum Directors will work with the student and their family to resolve the issue, then SLT and then the Head Teacher.

Level	Examples of Behaviours	Consequence / Actions
Initial Strategies	• Not engaged with own learning • Not following instructions • Being impolite • Incorrect uniform	Positive Behaviour Management to de-escalate: • Calm and consistent adult behaviour • Praise for correct behaviour • Non-verbal cues used to correct behaviours • Move or refocus student • Follow agreed behaviour plan/strategies on Pupil Profile
L0 - Move to Warning System	• Disruption to learning • Rudeness • Failure to follow instructions and correct behaviour • Lateness to lesson with no good reason • 1st incident of misuse of phone • Litter/untidy form room • Continued breaches of the uniform policy • Use of phone without permission	Formal Warnings: • Warning 1 – explained to student and recorded in Student Planner for parent to sign. Teacher to check planner for signature. • Warning 2 – explained to student and recorded in Student Planner for parent to sign. Teacher to check planner for signature.

L1	- Continuation of behaviours above - Refusal to follow instructions - Rudeness/Offensive language - Repeated unexplained lateness to lessons - Continued lack of care for School property 2nd incident of misuse of phone - Persistent breaches of the uniform policy	Subject Teacher (if subject specific)/ Form Tutor (if across a number of subjects or in Form time) sanction/action: 30 minutes lunchtime detention with the Teacher/Form Tutor including restorative conversation or - Supervised restorative Justice e.g. litter pick, clean-up, canteen duty, removal of use of form room at social times or - Confiscation of phone/jewellery until the end of the day – pick up from Reception - Student and parent informed (in planner) of consequence and logged on EDGEN. Parent to sign planner and Teacher to check planner for signature.
L2	- Failure to attend detention from L1 - Truancy from lessons - Rudeness/Offensive language - Repeated use of phone without permission - Persistent lateness to lessons	Subject Teacher (if subject specific)/ Form Tutor (if across a number of subjects or in Form time) sanction /action: - Whole lunchtime detention (student to bring packed lunch) with the Teacher/Form Tutor - including restorative conversation and catch-up work as appropriate or - Supervised Restorative Justice e.g. litter pick, clean-up, canteen duty or - Phone to be handed in at reception at the beginning of the next day and picked up at the end - Student could be put on positive behaviour report for an appropriate length of time (up to a week) - Student and parent informed (by phone/email) of consequence and logged on EDGEN

L3	- Repeated truancy from lessons - Failure to attend detention from L2 - Rudeness to a member of staff - Extreme rudeness or aggression shown to another student - Extreme negative behaviour - Persistently disruptive behaviours - Persistent misuse of phone	Subject Leader (if subject specific)/ Student Support Coordinator(if across a number of subjects or in Form time)/ sanction/action 30 minutes after school detention with Subject Leader/Student Support Coordinator (for misdemeanours outside of lessons or if the Subject Teacher is also the Subject Leader) and - Phone to be handed in at reception at the start of the school day and picked up at the end, for an agreed number of days - Student is put on positive behaviour report for an extended length of time (1 – 2 weeks) - Student and parent informed (by phone) of consequence (24 hours prior to consequence taking place) and logged on EDGEN
L4	- Persistent truancy from lessons - Truancy from School - Repeated failure to attend detention at L3 - Persistent poor and disruptive behaviour despite interventions at L3 - Bullying - Damage to School Property - Having vaping/smoking paraphernalia on site for personal use. - Smoking or vaping on site - Extreme rudeness - Serious breach of H&S guidelines	SLT/CD action: 1 hour after school detention with SLT (1st offence of vaping equipment on site) - Internal Social Isolation (1 week) managed by CD followed by SLT Report (1-2 weeks) if appropriate - Restoration of damaged property, parents/carers recompense for financial costs incurred as appropriate - Student and parent informed (by formal letter on headed paper) of consequence (24 hours prior to consequence taking place) and logged on EDGEN - Parents invited in for a meeting if appropriate to discuss the consequences of continued misdemeanour (suspension) to work towards avoiding this last step.
L5	- Swearing at a member of staff - Theft - Physical assault - Racism, Homophobia, Transphobia - Persistent Bullying - Persistent Disruptive behaviour - Extreme or Unsafe Behaviours - Alcohol or Drugs in school - Supplying (either sharing or selling) vapes or nicotine products on School site - Sexually inappropriate conduct	Head Teacher/SLT action: - Suspension followed by reintegration meeting with student and parent - Note, adjustments can be made for vulnerable students using Internal isolations - Formal written notification to parents/carers in accordance with statutory guidance. - Permanent Exclusion (last resort)

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](#)