

# SUTTON GRAMMAR SCHOOL



## BEHAVIOUR, REWARDS AND SANCTIONS POLICY

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<b>Reviewed by:</b>	Board of Trustees
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## **Appendix A: Sutton Grammar School Behaviour Matrix**

### **1. ETHOS STATEMENT**

At Sutton Grammar School we are committed to safeguarding and promoting the welfare of our students. We believe that everyone has the right to be safe and happy at school. In order

to achieve this, all members of the school community have a responsibility to act with respect, courtesy and consideration towards each other at all times.

This Behaviour, Rewards and Sanctions Policy is designed to outline those procedures we believe, when applied consistently, create a positive learning environment where every student can thrive: achieving to the best of their ability and developing freely as individuals and as responsible members of the school and wider community.

We expect all members of the school community to uphold the Sutton Grammar School Ethos Statement, agreeing to:

- Maintain the highest standards of courtesy and behaviour
- Make our best effort to achieve excellence in all of our work
- Be proud of the school community and show it
- Take responsibility for our own conduct and encourage others to do the same
- Treat others as we would want to be treated; with respect
- Listen carefully; allow teachers to teach and everyone to listen

## 2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [“Sexual violence and sexual harassment between children in schools and colleges”](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) code of practice](#)

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. ROLES AND RESPONSIBILITIES

The creation of a school ethos, which promotes a safe and secure environment, is the responsibility of all members of the school community. We expect all members of our school

community to share our commitment to creating a culture and ethos of respect and a safe and secure environment for every student.

All members have clear responsibilities with regards this:

**(a) The Trust**

The Trust has a duty under section 175 of the Education Act 2002 and Section 88 of the Education and Inspections Act 2006 to ensure that schools have an effective behaviour policy and that their functions are carried out with a view to safeguarding and promoting the welfare of children. To this end the Trust will:

- Review the Behaviour, Rewards and Sanctions Policy annually
- Monitor the effectiveness of the policy through regular consultation with the Headmaster and senior staff; and hold the Headmaster to account for its implementation

**(b) The Headmaster**

The Headmaster will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour; and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Headmaster will ensure that all staff understand the behavioural expectations and the importance of maintaining them; and offer appropriate training for new staff at induction and all staff regular training in behaviour management.

The Headmaster has ultimate responsibility for behaviour in the school and will make final decisions on matters of behaviour.

**(c) Staff**

Staff are responsible for:

- Implementing this behaviour policy consistently across all classes and year groups
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Promoting and modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording all behaviour incidents on SIMS

The pastoral team and senior leadership team will support staff in responding to behaviour incidents.

**(d) Students**

All students are expected to adhere to the school's Ethos Statement, the Home-School Agreement, the Sixth Form Contract and the school's Behaviour, Rewards and Sanctions Policy, Online Safety and Acceptable Use Polic.

Students are also expected to follow the Behaviour Expectations – these are the behaviours that we feel as a school all students should adopt to ensure that there is an exceptionally positive climate for learning in every lesson, every day.

**(e) Parents**

Parents are expected to work in partnership with the school to assist the school in maintaining high standards of behaviour; and fully support the school's behaviour policy. They should

support their child in adhering to the behaviour expectations of the school. Parents are expected to read, sign and support Sutton Grammar School's Home School Agreement. Parents should inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with their child's form tutor or Head of Year promptly.

#### **4. BEHAVIOUR EXPECTATIONS**

The above are displayed in classrooms and around the school and set out the expectations of good behaviour we expect from all students. These behaviour expectations are used by all staff in their conversations with students regarding their behaviour and promote consistency across the school.

##### **Behaviour Expectations**

At Sutton Grammar School we promote an environment that supports learning by:

- Arriving on time to lessons, equipped and ready to learn
- Entering and leaving lessons calmly
- Following instructions
- Focusing on our learning
- Listening to and respecting others
- Allowing others to learn
- Using positive language and having a positive attitude
- Taking pride in our work

#### **5. BEHAVIOUR MANAGEMENT MATRIX AND THE '3 WARNING SYSTEM'**

The Sutton Grammar School Ethos Statement, School Rules and Behaviour Expectations clearly set out the requirements for good behaviour.

The school also uses a '3 warning system' and behaviour management matrix when managing student behaviour. This is designed to promote consistency and ensure that students have an opportunity to correct their behaviour.

This behaviour matrix is used in all our classrooms and a student friendly version displayed to all students. If students decide to make poor behaviour choices which do not meet our expectations, sanctions will be imposed (see Appendix A).

The '3 warning system' is used before any sanction is imposed for behaviour issues in the classroom and is laid out below:

1. Student failing to follow SGS Behaviour Expectations. Teacher states concern (first warning) and gives a quiet reminder of expectations.
2. If the poor behaviour continues, teacher alerts student with a second warning.
3. If the student chooses to continue with the poor behaviour, teacher sets one of the sanctions listed in the Behaviour Matrix (Level 1). Student informed of sanction. Behaviour point recorded on SIMS.

When the situation is serious enough and the student needs to be immediately removed from the lesson (e.g swearing at the teacher; dangerous behaviour; other serious, inappropriate behaviour), the teacher should send for an SLT call out via the school office. No warnings need to be given in this instance.

## 6. REWARDS

**At Sutton Grammar School we believe an ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this and they have a motivational role in helping students to realise that good behaviour is valued.**

We feel it is important that praise and rewards should have a considerable emphasis within the school and that students should receive recognition for the positive contributions they make to school life.

Students are encouraged to reach the highest standards in terms of their academic achievement and personal development. A range of measures are used by the school to reward students' achievements and progress.

The matrix below is intended as a guide only and staff should make use of their professional judgement in deciding which behaviours and accomplishments that they would like to reward and where these sit within the framework

Level	Achievement Example	Reward / Action
1	Positive values, actions and behaviours: for example, contribution in lessons, effort, progress, using initiative, being resilient, volunteering to help	Achievement Point awarded Verbal praise Privileges (e.g. leave room first)
2	Consistent level 1 achievements Large pieces of work well done or showing improvement Taking on additional responsibility e.g form captain; Student Voice rep Consistently Interested and motivated One-off event/winner of competition	Achievement Points awarded Verbal praise Exemplar work put on display Half Termly Contact Home (Email, Post Card, Letter, Call)
3	Consistent level 2 achievements or 'Going the extra mile' Service to school community Citizenship endeavours Sustained academic achievement Excellent academic progress Sporting achievements	Achievement Points awarded Contact Home from HOF/HOY (Email, Post Card, Letter, Call) Achievement Points Certificate Recognition at Half Term Celebration Assembly Plasma screen displays Recognition in school newsletter House Points Awarded
4	Outstanding service to the school Outstanding service to the community Outstanding academic success Outstanding academic progress Outstanding personal resilience	Letter from Headteacher/Headteacher awards Recognition at Full Term Celebration Assembly Rewards breakfast/lunches Jack Petchey Achievement Award Recognition in school newsletter

		Award at Prize Giving (KS3, KS4 and KS5)
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## 7. SANCTIONS

There will be times when students do not behave in an acceptable way and sanctions will need to be applied in response to such behaviour.

Our aim is to develop a consistent pattern of sanctions which are known, understood and agreed by all members of the school community. Students have a right to expect that sanctions for poor behaviour are applied fairly, consistently, proportionately and reasonably. Sanctions are designed to encourage reflection and restoration. Students should have time to reflect on their behaviour and to understand why it is not appropriate.

Sanctions will take account of SEN, disability, age, religion and the needs of vulnerable students. They will be reasonable and proportionate to the circumstance of each individual case. When appropriate, mentoring and support will be given to students as well as education sessions to help them learn and understand why their behaviour is not acceptable.

When sanctions are set, they will be given at one of 6 levels depending upon the seriousness of the behaviour (see Appendix A).

When the school reviews an incident or pattern of behaviour, consideration will be taken of: the current 'level' of behaviour; previous history of the individual student; as well as other mitigating circumstances.

*The school's 'Behaviour Matrix', which gives a range of examples of misdemeanours and relevant sanctions at each level, are displayed around the school, in classrooms and in form rooms. It is important to note however that the tables are intended as a guideline and sanctions will be set by staff as appropriate to the individual circumstances of the situation in question.*

## 8. USE OF DETENTIONS

All school staff have the statutory power to put students aged 18 or under in detention during school, after school, before school and on some weekends and non-teaching days. Schools are no longer required to provide notice of after school detentions but parents will be given at least 24 hours' notice of detentions outside school sessions that last for longer than 20 minutes.

Detentions have the purpose of consolidating and reinforcing the school's values and expectations; they also allow formal time for the student to reflect on their behaviour.

Detentions within the school operate as follows:

Class teacher	20 minutes
Head of department/Head of Year	30 minutes
Head of Faculty or Pastoral Detention	45 minutes

School Detention (run by the Deputy Head)	90 minutes after school on a Friday
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The Pastoral Team and Heads of Department/Faculty detentions may be used as sanctions for issues such as repeated lateness, repeated lack of homework, and disruptive behaviour in class. Teachers are also able to keep a student for their own break, lunch or after school 20 minute detention if staff deem this to be an appropriate sanction.

**9. SUSPENSIONS AND EXCLUSIONS**

Internal suspensions and formal fixed-term suspensions will be used for individual acts of serious misbehaviour.

The nature and severity of the sanction imposed will be influenced by a number of factors which will include the severity and/or frequency of the misbehaviour, and whether a failure to sanction appropriately would have a negative impact on discipline in the school community.

Examples of the behaviours which could result in a fixed term suspension can be seen in Appendix A; although this is not an exhaustive list.

Permanent exclusions will be used if necessary in cases of an extreme breach of the school’s behaviour policy or persistent breaches of this. Appendix A provides examples of behaviours which may result in a permanent exclusion; again this is not an exhaustive list.

All exclusions from the school will follow the guidelines and procedures laid down in statutory guidance from the DfE [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#) or any amendments since then. The school will also follow the DfE guidance published in December 2017 and updated in July 2021 on [Sexual violence and sexual harassment between children in schools and colleges](#)” . The school will also follow guidance from ‘Keeping Children Safe in Education.’

**10. BEHAVIOUR OFF THE SCHOOL SITE**

The school’s power to discipline also extends to behaviour which occurs off school premises, including online, whenever students are representing the school or whenever their behaviour could have repercussions for the orderly running of the school, could pose a threat to another student, member of the public or adversely affect the reputation of the school. For example, if the reputation of the school is being brought into disrepute on social media, or by a student outside the school and is reported by a student, parent/carer, member of the public or staff then the behaviour policy can be applied.

**11. MALICIOUS ALLEGATIONS**

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

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



In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help.

## 12. SEARCHING AND CONFISCATING

Any prohibited items<sup>1</sup> found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 13. USE OF REASONABLE FORCE

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Committing an offence
- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Follow our Pupil Restraint Policy <sup>2</sup>

## 14. BULLYING, HARASSMENT AND DISCRIMINATION

Bullying, harassment and discrimination are not acceptable at Sutton Grammar School under any circumstances. We believe that all students have the right to a safe and secure environment at school where they can thrive and achieve to their full ability.

All reported incidents of bullying, harassment and discrimination are treated extremely seriously and investigated fully by the Pastoral Team. They are then dealt with in accordance with the school's Anti-Bullying Policy.

## 15. SAFEGUARDING

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<sup>1</sup> These items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; Any article that could be used to commit an offence, cause personal injury or damage to Property of any person (including the student)

<sup>2</sup> Based upon DfE guidance: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

The school's behaviour policy works in conjunction with the Safeguarding policy. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Reporting serious behaviour concerns and all wellbeing and safeguarding concerns
- Responding to a report i.e. DSLs and Safeguarding Team
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - i. Manage the incident internally
  - ii. Refer to early help
  - iii. Refer to children's social care
  - iv. Report to the police

Please refer to our Safeguarding Policy for more information.

#### **16. STUDENT TRANSITION**

To ensure a smooth transition to their new school, new Year 7 and Year 12 students have transition sessions on new students' day and induction days. To ensure a smooth transition to the next year, key staff members hold transition meetings e.g. SENCo; HOYs; FTs.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour is transferred to relevant staff at the start of the term or year.

#### **17. STAFF TRAINING**

School staff are provided with training on managing behaviour as part of their induction process and behaviour management forms part of the school's programme of continuing professional development for staff.

#### **18. MONITORING OF THE BEHAVIOUR POLICY**

Regular reviews of behaviour incidents are carried out by the Pastoral Team to identify patterns of behaviour, trends in relation to age, ethnicity, gender, sexual orientation, special needs and disability. This is then used to inform strategies used to promote positive behaviour; as well as the planning of assemblies, tutor times as well as the Personal Development programme.

The Trust receives regular reports on the behaviour policy which includes an analysis of specific patterns of behaviour in relation to identified groups (e.g. year groups); as well as yearly comparisons.

This behaviour policy is reviewed annually by the Trust.

#### **19. LINKS TO OTHER POLICIES AND DOCUMENTS**

This policy links to:

- Anti-Bullying Policy
- Safeguarding Policy
- Online Safety Policy, including the Acceptable Users Policy
- Exclusion Policy
- Equality Policy and Objectives



## APPENDIX A: Sutton Grammar School Behaviour Matrix

*A 3 warning system should be used by all staff before the first recorded sanction takes place for behaviour issues*

Level	Status	Example of incident (not an exhaustive list)	Person responsible	Guideline Sanctions <sup>3 4</sup>	How this information is shared
1	Low level	<ul style="list-style-type: none"> <li>Unacceptable uniform (tutor)</li> <li>No lanyard</li> <li>Missed homework</li> <li>Lack of equipment</li> <li>Failure to follow SGS Behaviour Expectations</li> </ul>	Class teacher All staff	<ul style="list-style-type: none"> <li>Repeating of classwork</li> <li>Class teacher detention: 20 mins</li> <li>Same day lanyard detention: 20 mins</li> </ul>	Logged on SIMS
2	Low level	<ul style="list-style-type: none"> <li>Repeat of Level 1</li> <li>Missed set deadlines</li> <li>Indirect swearing</li> <li>Inappropriate behaviour around school (e.g. queue jumping in canteen; lack of care for the environment)</li> <li>Showing lack of respect for others</li> </ul>	Class teacher All staff	<ul style="list-style-type: none"> <li>HoD to talk to student</li> <li>Classroom teacher/staff detention after school: 20 mins</li> <li>Form tutor report</li> </ul>	Logged on SIMS
3	Mid-level	<ul style="list-style-type: none"> <li>Actively disruptive behaviour in class</li> <li>Actively disruptive behaviour around school</li> <li>Direct swearing</li> <li>Indirect use of derogatory language including: - homophobic, transphobic, biphobic - racism, religious intolerance, sexism</li> <li>Minor breach of the school's Acceptable User Policy; Inappropriate use of IT</li> <li>Dissent – deliberately ignoring school rules</li> <li>Mobile phone infringement</li> </ul>	HoD/HOY	<ul style="list-style-type: none"> <li>Detention by Head of Department: 30 mins</li> <li>Detention by Head of Year: 30 mins</li> <li>Head of Year report</li> <li>School detention</li> <li>Mobile phone sanctions</li> </ul>	Logged on SIMS. Communication to parents (phone call/email)
4	Serious	<ul style="list-style-type: none"> <li>Continuation of Levels 1,2 or 3</li> <li>Dissent – deliberately ignoring the school rules</li> <li>Disrespectful or defiant or lying to staff</li> <li>Mistreatment of others/name calling</li> </ul>	HOF/HOY/ DH	<ul style="list-style-type: none"> <li>Head of Faculty detention: 45 mins</li> <li>School Detention</li> <li>Head of Year report</li> <li>Behaviour contract</li> </ul>	Logged on SIMS Communication to parents (phone or email)

<sup>3</sup> Same day sanctions should take place where possible for Level 1 and Level 2 behaviours

<sup>4</sup> Education sessions and support/mentoring for students will also form part of the sanctions where appropriate

## APPENDIX A: Sutton Grammar School Behaviour Matrix

*A 3 warning system should be used by all staff before the first recorded sanction takes place for behaviour issues*

		<ul style="list-style-type: none"> <li>• Inappropriate physical contact</li> <li>• Missing lessons without permission</li> <li>• Graffiti/damage to school property</li> <li>• Vaping</li> <li>• Plagiarism and cheating</li> </ul>		<ul style="list-style-type: none"> <li>• Internal suspension</li> <li>• Loss of privileges (e.g. exeats)</li> <li>• Review and possible withdrawal of participation in school trips and activities</li> </ul>	
5	<b>Extremely serious</b>	<ul style="list-style-type: none"> <li>• Instance of direct, offensive language towards others</li> <li>• Deliberate damage to school property</li> <li>• Child on child abuse (including online abuse) such as bullying, sexual harassment, gender based, racist, homophobic, transphobic, biphobic, sexist abuse</li> <li>• Off site without permission</li> <li>• Repeated refusal to accept school discipline</li> <li>• Theft</li> <li>• Serious breach of the school's Acceptable User Policy; extremely inappropriate use of IT</li> <li>• Use of offensive language or threatening behaviour towards staff</li> <li>• Drug and alcohol related incidents</li> <li>• Having prohibited items in possession</li> <li>• Bringing the school into disrepute</li> <li>• Malicious or deliberate invention of allegations against staff</li> </ul>	HOF/HOD/ DH	<ul style="list-style-type: none"> <li>• Internal suspension</li> <li>• Pay for damage</li> <li>• Withdrawal of privileges</li> <li>• Removal of participation in school trips and activities</li> <li>• Fixed-term suspension with return on a reintegration contract</li> <li>• Alcohol, Tobacco, Drug and Substance abuse sanctions</li> </ul>	<p>Logged on SIMS</p> <p>Communication to parents, including meeting with parents and DH</p> <p>Communication to governors; and LA, when requested</p>
6	<b>Permanent exclusion</b>	<ul style="list-style-type: none"> <li>• Repetition of Level 6</li> <li>• Repeated use of fixed term exclusions</li> <li>• Persistent and malicious disruptive behaviour</li> <li>• 'One off' incidents of extreme poor behaviour</li> <li>• Physical assault on a student or member of staff</li> <li>• Sexual abuse or assault on student or member of staff</li> <li>• Distribution of drugs</li> <li>• Possession of an offensive weapon</li> <li>• Any incident which endangers the Health and Safety of staff and/or students</li> </ul>	HM -or most senior member of staff if HM is absent	<ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>	<p>Logged on SIMS. Communication to parents including a meeting with parents</p> <p>Communication to governors</p> <p>PEx letter to the Local Authority</p>

