



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Torquay Boys' Grammar School is committed to safeguarding and promoting the welfare of students and young people in its care.

The Deputy Headteacher (Pastoral) is responsible for disciplinary issues relating to years 7-11 and the Head of Sixth Form for years 12-13.

Certain principles underpin the maintenance of good behaviour and discipline:-

- The policy is explicit to all in the school - clear and defensible, firmly and consistently applied, both in school and on any visit or trip organised by the school.
- A positive climate exists in the school where high standards of behaviour are sought at all times.
- An appropriate curriculum is delivered which is varied and interesting.
- There is a range of rewards and privileges, with due emphasis on well-merited praise. Rewards outweigh sanctions.
- Sanctions exist to reinforce sensible rules, to improve student behaviour and to offer teacher support.
- The ethos of the school is grounded in the quality of relationships at all levels - students, teachers, parents, governors and beyond (local community, support agencies, etc.).

Merit/Mean of Reward

Whilst accepting that a system of rules and sanctions is necessary, most of what goes on inside school hours will be of no cause for concern and indeed, worthy of praise. Staff will want to encourage students as much as possible, not only in the customary ways of verbal approval and complimentary/supportive marking and profiling but also through the system of commendations and other awards which are in current use. These formal awards are as follows:-

- Student of the week. Each week a student is selected to be the student of the week. This may be awarded for an exceptional academic or sporting performance or may be as the result of a particularly worthy charitable activity or a major contribution to an extra-curricular activity either in or out of school. The student receives a certificate and £10.
- Commendations are awarded at any time during the year for a variety of reasons (high quality piece of coursework, a string of top grades, a significant improvement in a



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

subject area etc.). Each subject department will have its own policy for the award of such commendations. The criteria need not necessarily be academic. See Addendum 1 for details. Commendation certificates are awarded for students achieving a certain number of commendations – Bronze for 10 commendations, Silver for 25, Gold for 50 and Platinum for 75. A 'Centurion Award' is presented if a student reaches 100 commendations.

On receiving 20 commendations a student is rewarded with an executive Pen in their house colour.

- Certificate of Merit (Subject) presented towards the end of the academic year in any subject where consistently high marks have been scored.
- Certificate of Merit (House/General), and presented at any time during the year for assuming roles of responsibility and exercising initiative within the House or School, including community service, or for participation in extra-curricular activities (ECA) where time and energy (rather than excellence in achievement) are the major criteria.
- Colours - full and half (Sport/ECA).
- Trophies.
- Prizes (Speech Day) for both academic and non-academic achievements.

Sanctions/Mean of Control

Background

The disciplinary structure must never dominate the system of welfare in the school. Discipline serves the smooth running of the school for the benefit of the students and everyone in the school is responsible for good behaviour.

Much depends on these factors:-

- That teachers lead by example.
- That positive relationships exist between students and teachers.
- That staff and student expectations are high.

Implicit in the school rules is the demand for:

- The highest possible standards of work.
- Consideration for others in courtesy and polite behaviour.
- Respect for property and a pride in the environment.
- Good attendance and punctuality.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

- The wearing of school uniform and a clean tidy appearance.

Procedure: Students' conduct within school

In the event of misbehaviour the member of staff present is the first person responsible for action. To ignore a breach of discipline is to condone it. The system of sanctions must be understood by all and be seen to be fair.

In the classroom, discipline can be helped by insisting on the formalities of good movement to and from the classroom, on good standards of work and by ensuring that opportunities for praise outnumber those for criticism. See addendum 2 'Classroom Practice'.

Each House organises a "duty" week on a rotational basis. The school is divided into geographical areas with prefects on duty at break and lunchtimes. Staff are on duty before school, at break and at 3.50pm.

Procedure: Students' conduct outside the school gates.

Our behavior policy extends to circumstances which occur outside the school gates. Students may be disciplined for misbehaviour when the student is:

- Taking part in a school-organised or school related activity.
- Travelling to or from school.
- Wearing school uniform or in some way identifiable as a student at TBGS.

Where necessary, students may also be disciplined for misbehaviour that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil, member of staff or a member of the public.
- Could adversely affect the reputation of the school.

Sanctions

While the rules of the school must be understood by all, so too must the sanctions. The prefect or teacher on the spot should always use his or her own discretion - a quick and informal reprimand may well be the answer. Members of staff may set whatever tasks they deem most suited to the offence. For an out-of-class offence it is unlikely that to set subject



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

work as a punishment will create a climate where the student works harder at that subject. Community work, a task which involves cleaning, tidying or light administrative duties would seem most fitting for out-of-lesson misbehaviour.

In the event of such general misbehaviour, should the member of staff on the spot feel that the gravity of the offence requires further action then the student should be reported to the Form Tutor or Head of House.

If the offence takes place in a lesson then the teacher should take the matter further with the Head of Department.

Failure of a student to comply with basic classroom procedures may result in a formal sanction - see separate page 'Classroom Misbehaviour: Sanctions/The Referral System' (Addendum 3). It should also be noted that for persistent failure in a subject or subjects a student could be put on "report". This action is taken after the teacher has consulted with either the Head of House or the Head of Department. A record of all students who reach the Head of House/Head of Department should be kept and Heads of Department are asked to inform the appropriate Head of House of a miscreant in his/her subject.

As far as failure to meet with basic requirements as regards homework it is important to consult the school's Homework Policy statement. As staff we expect that work is completed and handed in on time. If a student is unable to reach such minimum requirements then it is important that early contact with parents (usually by pro forma letter) occurs (see addendum 6 'Dealing with Homework Problems').

If a detention is necessary then this may occur at lunchtime or after school at the member of staff's discretion. A pro forma letter is available for after school detentions (ASDT). These take place on a Tuesday and Friday and are run by the Deputy Head (Pastoral).

Three ASDT's for misbehaviour in one term will result in a Saturday morning detention of 3 hours.

A list of sanctions/controls, impossible to grade precisely in terms of the degree of severity, appears below:

Students must understand why an offence is wrong or unacceptable. If a sanction is imposed it should suit the misdemeanor. The purpose of sanctions is to be corrective and might be:



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

- Personal verbal reprimand.
- Repeat of poor classwork or homework - in school or at home.
- Teacher detention - withdrawal of free time (break or lunch). Avoid whole-class detentions wherever possible.
- Homework sanctions - for inadequate homework or late submission. Departments deal with homework deficiencies. Three contacts home will result in a 3-hour Saturday morning detention (SMT supervised).
- After school detentions run by the Deputy Head (Pastoral).
- School based community service – such as preparing/tidying a classroom or light administrative duties.
- Referral to HOD - the Head of Department will want to be kept informed of any problems relating to a student's academic performance e.g. poor marks, poor motivation, unacceptable behaviour in the classroom (AS WELL AS GOOD WORK).
- Exclusion from specific lesson/s - for unacceptable behaviour in the classroom there is a recognised procedure to follow (see document "Exclusion Room Procedure" addendum 4).
- Saturday morning detention - for serious behaviour misdemeanors, 3 ASDTs per term, 3 referral cards per term and also for 3 teacher homework referrals to parents in a term (*where possible these will not be scheduled for the weekends preceding or following the half term break*)
- For problems over school work or behaviour (probably highlighted in any of the above), the Tutor/Head of House may also wish to use any of the following: lunchtime detention, ASDT, daily or weekly report, interview with parents, student contract - in liaison with the Headteacher or one of the Senior Management Team. (See Classroom Misbehaviour: Sanctions/The Referral System.
- Exclusion – either fixed term or permanent. (See Addendum 8: Exclusion Policy)

Breaches of School Requirements and Appropriate Sanctions

Below are listed examples of what will happen if students fail to comply with specific requirements placed upon them as members of Torquay Boys' Grammar School.

Types of detention are: ASDT (1 hour), Saturday morning or equivalent (3 hours)

Uniform

If a student is wearing incorrect uniform or is poorly presented they should be referred to their tutor or Head of House.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Poor time keeping

(i.e. lateness at registration). The school policy is as follows:

- 3 lates in half a term Tutor refers the student to HOH - punishment at HOH's discretion.
- For every subsequent 3 lates - through to HOH who will then give the student a 1 hour ASDT.

A student persistently arriving to a lesson late should be reported to his Tutor.

Homework

Three contacts home in a term will result in a 3 hour Saturday morning detention (SMT supervised) regardless of subject (see 'Homework Policy' for details).

Classroom Misbehaviour

See addendum 3 'Classroom Misbehaviour'.

Breaking of bounds

A student off site at break or lunchtime without permission will be given an ASDT.

Mobile Phones and Electronic Devices

Students are allowed to bring mobile phones and electronic devices to school, but only if they are switched off at all times, and not 'seen or heard' during the school day - between 8.15am – 3.50pm.

These devices and earphones may only be used if a teacher specifically requests that students can use them for educational purposes in their lesson. Earphones must not be worn when walking around the school site.

Students should use the school reception should they need to contact parents, but only if it is absolutely necessary.

Sixth form students may continue to use devices, but in the sixth form common room only.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Any student who breaks these rules will have their device confiscated, taken to reception and the following sanctions applied on a termly basis:

1st Offence – Device is confiscated and returned at the end of the school day.

2nd Offence – Device is confiscated, then returned at the end of the school day. The student will be placed in an after school detention.

(See addendum 7 for our policy on confiscating student's property)

3rd Offence – Device is confiscated and returned at the end of the school day. The student is placed in a Saturday Detention

Multiple offences – Repeated failure to follow the terms of this policy may result in further school based sanctions, or disciplinary action.

Chewing gum

Chewing gum should not be brought into school as it inevitably gets stuck underneath desks or trodden into carpets.

Smoking

Any student in years 7-11 caught smoking, vaping, or using e cigarettes, during school time or in school uniform should be reported to the Deputy Head (Pastoral). Staff will investigate the incident before an appropriate sanction is issued. If a sixth former is caught or suspected of smoking, please inform their HOH (and tutor) and the Head of Sixth Form.

Abusive language

If the language is directed at a member of staff refer this to the Deputy Head (Pastoral), or another member of the Senior Management Team, immediately if possible. In normal circumstances the student will be excluded from lessons.

If the language is not directed at, but is overheard by, a member of staff, the student should at least be given an ASDT.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Extreme Aggressive behaviour

Refer to the Deputy Head (Pastoral), or another member of the Senior Management Team, immediately if possible. In normal circumstances the student will be excluded from lessons.

Consumption of alcohol or drugs

Refer to the Deputy Head (Pastoral) or Headteacher immediately.

NB 3 ASDTs in one term will trigger a 3 hour Saturday morning detention or equivalent.

SCHOOL RULES

General

All school rules and regulations can be summarised in a single sentence:

**STUDENTS SHOULD ENGAGE IN SENSIBLE AND RESPONSIBLE BEHAVIOUR
WHERE ALL INDIVIDUALS AND PROPERTY ARE TREATED
WITH CONSIDERATION AND RESPECT.**

For the school to operate safely, efficiently and happily it is important that the life of the community be well-ordered and that there are high standards of both work and behaviour. To this end all members of the school are expected to uphold its good name by acting sensibly, responsibly and with a proper concern for others. This includes conduct and behaviour when travelling to and from school.

Show respect for others and property as well as yourself. Take responsibility for your actions.

Key Areas:

- **Conduct**
Always behave well whether through your actions, appearance, attitude or language.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

- **Health and Safety**
Always behave in a safe and responsible manner.
- **Boundaries and Access**
Only use allocated areas and stay within the school grounds during the school day.
- **Punctuality**
Always endeavour to be on time.
- **Attendance**
Always be present at school where possible - attendance is a legal requirement.
- **Food and Drink**
Only eat and drink in designated areas.
- **Property**
Always treat school and individual property with respect.
- **School Work and Learning**
Always do your best and never hinder the progress or learning of others.

School Rules - continued

All members of TBGS are expected to comply with the rules relating to the nine categories listed below. These are based on the twin ideals of RESPECT and RESPONSIBILITY.

1. **Conduct**

- | | |
|-------------------|---|
| Actions | Aggressive behaviour is to be avoided.
Physical and verbal abuse will not be tolerated.
There is a student-negotiated Anti-Bullying Code (ABC). |
| Appearance | The Dress Code gives the details of the School's uniform requirements.
It identifies what clothing and footwear must be worn. |



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Extremes of fashion are unacceptable.(see addendum 5)

Attitude	Have a positive attitude both to yourself and to others. Everyone is entitled to respect. People's differences should be accepted not ridiculed.
Language	There is no place at TBGS for bad language.

2. Health and Safety

- No one should be put at risk because of foolish or thoughtless behaviour.
- Always keep to the left along corridors and on stairs.
- Walk in an orderly and responsible manner around the school.
- Be patient in congested areas and do not push.
- Carry and store bags thoughtfully and safely.
- In case of illness or accident, report to the office.
- Chewing gum, tobacco and any form of intoxicant or illegal substance are strictly forbidden.
- Everyone should be familiar with fire regulations.
- Report any hazards.

3. Transport

- Students should observe the basic rules of conduct to and from school.
- All cyclists must wear a crash helmet.
- To bring a car on site sixth formers must obtain a permit from the Head of Sixth Form.
Any such vehicle must be insured for at least third party liability.
- In normal circumstances, parents are asked not to bring their cars on to site.
- Maximum speed on site is 5 mph.

4. Boundaries and Access

- There are well-defined outdoor areas for different year groups to meet and play games.
- Years 7-9 exclusive use of the unfenced AstroTurf.
- Years 10-13 exclusive use of the fenced AstroTurf.
- All years - top playing fields.
- Years 11-13 - Paddock - social (but no games) area.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

- Access to some of the areas described above may be restricted in wet weather.
- Years 7-11 have right of access to their own tutor rooms out of lesson time, providing they behave responsibly.
- There is no access to workshops, labs, prep rooms and the medical room unless under direct staff supervision.
- Areas of the school that are not actively supervised by staff are out of bounds. These include our Sportshall, changing room facilities and the Cavanna Hall.
- No one should leave the site during school hours without permission (see Attendance).

5. Punctuality

- If late it is VITAL to report immediately to Reception - then go to lessons/registration etc.
- Sixth Formers should report to Sixth Form Reception.
- Be on time for lessons.
- The five-minute movement times (between Period 1 & 2 and 4 & 5) are NOT breaks.

6. Attendance

Signing Out/In

- A student should always report to Reception before leaving the school site during the day e.g. for a medical appointment.
- A Parental note or evidence of the reason for leaving school must be shown at Reception.
- If returning to school a student must sign in at Reception upon return.

7. Food and Drink

- Food and drink should only be consumed in the HSBC Block Courtyard, Millennium Garden, Bistro and the sandwich room, unless specific permission has been given by a member of staff to eat elsewhere.
- Always put litter in bins provided - take a pride in maintaining tidy surroundings.
- Students are not permitted to sell food and drink and the school

8. Property

- All property should be clearly marked.
- No expensive items should be brought to school.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

- The school cannot accept responsibility for students' personal property.
- All property should be treated with care and consideration.
- All books and equipment on issue remain school property.
- Computers, TV and video equipment in classrooms are only to be operated by staff.
- Computers should only be used for academic reasons. Under no circumstances should students access other personal accounts or user areas. (see *TBGS computer policy/computer misuse*)
- Mobile phones are not to be used, seen or heard on site between the hours of 8.15 – 3.50

See addendum 7 for our policy on searching without consent and confiscating student's property.

9. Trading on school premises

Students are not permitted to bring food and drink or any other items for the purpose of trading on the school premises.

See addendum 7 for our policy on searching without consent and confiscating student's property.

10. School Work and Learning

- Everyone's main aim should be to get the most out of his education at TBGS.
- Homework should be completed in accordance with the homework policy.
- All deadlines must be met.
- Never hinder the progress and learning of others.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Better Behaviour: Anti-Bullying

Good Behaviour at TBGS - School Policy

Torquay Boys' Grammar School is committed to an active policy where a high premium is placed upon good behaviour and respect for individuals and property. We are a school which unashamedly discourages anti-social behaviour (ASB) and where students, parents and staff are aware of the consequences of "bullying" behaviour.

Through extensive pupil participation in identifying areas of ASB within the school, a basic definition of bullying (ASB) has been agreed. It reads as follows:-

"Bullying is a conscious desire to hurt, threaten, upset, provoke or frighten someone".

It is a basic entitlement of all students within the school that they receive their education free from such instances of unpleasant behaviour as depicted above. Not only are students encouraged to treat others as well as they would expect to be treated themselves, they are also urged to actively safeguard the rights of others. The School's agreed policy on Bullying is no more than an extension of its commitment to equality of opportunity. Students, parents and staff are agreed that ASB, be it physical or non-physical, will not be tolerated at TBGS. The School's policy is positive rather than punitive where awareness of the raising of issues involved is sought and is based on the active co-operation and trust between staff and students. "Victims" will always be given every possible support and whilst "bullies" will not be allowed to feel comfortable in our midst, where possible, the opportunity will be taken to try to "turn a bully around".

Dealing with Anti-Social Behaviour

Tackling bullying, whatever form it takes, requires discernment and sensitivity. To punish the bully will, in all probability, simply reinforce his/her already aggressive tendencies. This will help neither bully nor victim(s). It is impossible to be prescriptive about the way we as a school will react to anti-social behaviour (ASB) as each case will require careful handling depending on the circumstances surrounding the incident(s) and persons involved. However, where appropriate and where possible, the most likely TBGS approach is one of problem solving where instant punishment is not the preferred route. The victim will be given maximum support and those students involved in making his/her life unpleasant, be they active or merely passive spectators, will be encouraged by a member of staff to spend time, empathising



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

with their unhappy colleague and to take responsibility for their actions. What is crucial is that those intimidated individuals (and their parents) should have the confidence to report instances of ASB to a member of staff without the worry of the problem being mishandled with no prospect of a long-term solution.

The School's Anti-Bullying Code (ABC)

The School has devised its own “ABC”

TORQUAY BOYS' GRAMMAR SCHOOL ANTI-BULLYING CODE

- Everyone has the right to enjoy their time at TBGS free from intimidation.
- Our school community cannot tolerate any unkind acts whether they are physical, cyber, verbal or emotional. Such behaviour will be regarded as bullying.
- Bullying is too important not to report it – we as a community should support each other by reporting all instances of bullying.
- All reports will be taken seriously.

You can talk to anyone.

The Anti-Bullying Code is displayed prominently in all classrooms and each tutor group has spent time with its tutor considering its implications. Tutorial time is given over to looking carefully at the consequences of “maltreatment” of individuals and to gaining an understanding of how such persons feel when they are at the “sharp end” of others’ thoughtless actions.

The Bottom Line

There is inevitably a **BOTTOM LINE** when dealing with bullying - if resolution is not achieved and the bully is not “turned around”. Bullying and harassment cannot be tolerated at TBGS. Governors and staff are committed to providing a safe and happy school environment for learning and growing up. If anti-social behaviour is resistant to positive intervention then strong sanctions will be applied to the perpetrators. The school will not stand idly by.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Homework Policy Document

Rationale

Homework needs to be considered in relation to all teaching and learning. It forms an integral part of a student's education and must generate a variety of worthwhile learning experiences additional to those provided in school, to discipline the mind, to research, revise, manage time and to prepare.

It should also be recognised that homework assignments need to stimulate and challenge. For example, students should be encouraged to develop skills of investigation and discovery through independent learning as well as to exercise initiative and imagination.

Purposes

- To complement, reinforce and extend work done in the classroom and laboratory.
- To provide the opportunity to acquire skills of independent learning.
- To encourage responsibility for organising studies and self-dependence.
- To provide the opportunity to pursue work to a greater depth at one's own pace.
- To provide an opportunity for an important link between home and school.
- To plan and prepare for future lessons in school.

Guidelines

- Homework will be set throughout the school years 7-13.
- Departments should determine the allocations of homework for the year and these should be adhered to. It is expected that homework will be set in units according to the year of approximately: Year 7 - 30 minutes Year 8 - 30 minutes Year 9 - 30 minutes Year 10 - 40 minutes Year 11 - 40 minutes Project work and certain types of homework may require notional time allocations.
- In normal circumstances, homework for Years 7-11 is set for two or three subjects per night. In Years 12-13 there is no set allocation but assignments of work must be completed within the stated deadline. Departments are expected to have an internal resource bank of suitable homework tasks available to students to support planning and to enhance quality.
- It is essential that adequate lesson time is given to students to record homework in the diary.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

- Written homework must be completed to an acceptable standard and handed in by a notified time.
- Written homework must be marked and returned to the students within a time appropriate to the work involved.
- Assignments are to be monitored periodically and completed by agreed deadlines.
- Parents are requested to familiarise themselves with the student diary.
- The School issues to each student in Years 7-11, an in-house student diary for the purpose of recording daily homework. A student may opt to use an alternative system of his own design and this is acceptable. Whatever system is used, the student must be able to produce on request a written record of homework set for the term.
- It is the responsibility of the subject teachers to check the student diaries or equivalent.
- Teachers' planning and setting of homework should be related to the accessibility of appropriate resources.
- Appropriate sanctions will be applied to students failing to conform to the homework policy without good reason.
- Teachers are encouraged to reward high quality work and effort.

Conclusion

This policy provides a framework in which students, parents and teachers can work together, where teachers will enable students to realise their full potential.

Homework Policy continued

Homework is an essential part of the curriculum. Not only does it consolidate and extend work done in the classroom but it also helps a student to develop the ability to work on his own.

Torquay Boys' Grammar School is committed to encouraging each one of its students to reach his/her full academic potential. Homework forms an integral part of his education and generates a variety of worthwhile learning exercises additional to those provided in school so he/she can discipline his/her mind, research, revise, manage time and prepare. With this in mind it is incumbent upon the teaching staff to ensure that such work is completed (to a high standard) and is handed in on time.

Failure to meet with basic requirements will inevitably result in early contact with parents by the subject teacher - see addendum 6 'Dealing with Homework Problems'



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Circumstances leading to action are as follows:

1. failure to hand in a piece of work after two requests
2. two late submissions of work per half term
3. second piece of poor quality homework where minimal effort has been expended

If three parental contacts are made in a term regardless of subject(s), the student will be placed in a three hour Saturday morning detention (or equivalent). A further three teacher referrals will warrant another Saturday morning detention.

'TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of disabled people, promotion of the positive duty in relation to race and disability and avoidance of stereotypes. This document is available in alternative formats on request.'



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Addendum 1

Criteria for Awarding a Commendation

Generally speaking a commendation could be awarded for a high quality piece of coursework (project), a string of top grades or a significant improvement in a subject area. Each department should have a consistent policy and guidelines for the award of such commendations, although individual teacher discretion can still be applied within reason. A summary of departmental guidelines follows:

ART

*consistently high effort or significant improvement.
work that shows a high degree of creative ability, imagination and inventiveness.
excellence in the achievement of all the objectives applicable to the work, high quality of research, selection, organisation and presentation.
consistently high attainment.*

BUSINESS STUDIES

*a well researched and presented project which satisfies the criteria laid down.
consistently high standard of written work - five grade A's and at least one A* - do not have to be consecutive.*

ENGLISH

*sustained effort.
sustained improvement.
an extended piece of work showing quality and application/content.
sustained achievement over a period of time.
excellent test result.
combination of above (can include reading achievement for books read in independent reading sessions).
impressive oral or drama work.*

GEOGRAPHY

*ten effort marks at grade 1
overall improvement of more than one grade in a term.*



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

*an exceptionally good piece of extended work/project.
five A grades in 10 weeks.
outstanding test result.*

HISTORY

*significant improvement.
an outstanding piece of work.
consistently good work.
excellent test result.
another definable achievement.*

ICT

*consistently high effort level.
significant improvement.
an outstanding piece of work.*

MATHEMATICS

*consistently high effort over the period of a half term.
significant improvement.
an outstanding piece of coursework in respect of the standard
achieved and the depth of response shown.
sustained achievement over the period of a half term.
high attainment in tests.*

MEDIA STUDIES

*for the completion of a substantial piece of work demonstrating
sustained effort and application.*

MODERN LANGUAGES

*a substantial improvement over the term.
an outstanding piece of creative work, either written, spoken,
recorded on video or included in a language poster which reflects
extra input/
imagination/research.
five grade A's for learning (vocabulary or grammar test).
consistently good work over the term.
an excellent test result.*

MUSIC

*excellent work that has been thoroughly prepared and well
presented, e.g. a performance, composition or other project prepared
over a period of weeks. This applies to curricular and extra-curricular
musical activities.*



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

PE	<i>consistently high effort level throughout the year. significant improvement in a particular sport. outstanding piece of written or oral work in GCSE or 'A' level. consistently good level of effort and achievement throughout the course of a term. an excellent end of unit test result in GCSE or 'A' level. an excellent level of commitment and ability when representing the school.</i>
PSHE	<i>individual or group work. any piece of written/oral/art work which reaches a very high standard. outstanding presentation. initiative.</i>
PHILOSOPHY AND APPLIED ETHICS	<i>consistently high effort level. significant improvement. an outstanding piece of work. consistently good work. excellent test result.</i>
SCIENCE	<i>consistently high effort level. significant improvement. an outstanding piece of work. consistently good work. excellent test result.</i>
TECHNOLOGY	<i>consistently high effort level. significant improvement. an outstanding piece of work. consistently good work. excellent test result.</i>
GENERAL	<i>As well as academic subjects, it is perfectly in order to recommend that a student receives a LOC for a noteworthy activity, e.g. helping out with a particular function, especially if out of school hours, contribution to the cultural life of the school (e.g. drama, music ...), reinforcing the good name of the School etc.</i>



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Addendum 2

Classroom Practice - Basic Guidelines

Prompt arrival: Students and staff should endeavour to arrive for registration and lessons on time and students should be properly equipped for all lessons.

Inform the office: If, for any reason, a teacher is delayed in coming to the lesson, a student must take responsibility for informing the office after a ten minute delay. No class (including sixth form groups) has any right to dismiss itself!

Queuing: Queuing is only necessary outside rooms where science and practical lessons occur (e.g. Art, IT, Technology). Indeed, in general students should enter classrooms as soon as possible to avoid congestion in corridors.

Adults: Students should stand upon entry of an adult into the room, whether staff or visitor.

Uniform: Please check students are in correct uniform as they enter the classroom – any problems with uniform should be referred to the student's tutor or Head of House.

Start of lesson: The start of a lesson should be orderly – students standing until you invite them to sit down can help facilitate this.

Absentees: Registration should be completed using SIMS near the start every lesson.

Homework: Sufficient time should be given to the setting of homework and ensuring the requirements are understood. Check that students are recording details of work set in student diaries. Homework must be completed according to the teacher's specifications and in relation to the homework timetable.

End of lesson: At the end of the lesson a proper routine should be established whereby the room is left in a tidy state.

Dismissal: Ask the students to stand behind chairs and dismiss in an orderly fashion. If there is a group waiting to come in they should queue up sensibly outside and wait for the teaching group to be dismissed.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

In Brief

1. Prompt arrival and properly equipped.
2. Office must be informed if no teacher arrives.
3. Queuing only for Science and Practical lessons.
4. Stand for adults.
5. Correct uniform.
6. Tidy classroom at start.
7. Register using SIMS.
8. Homework set and recorded before the end of the lesson and completed on time.
9. Tidy classroom at end.
10. Orderly dismissal.

Addendum 3

Classroom Misbehaviour: Sanctions / The Referral Card

Please read the details of this procedure in conjunction with the Handbook entry “Classroom Practice” which identifies basic guidelines for all teaching staff (and pupils).

Failure of students to comply with basic classroom procedures may result in a formal sanction. Most especially, it should be noted that the following requirements (essential ingredients of a Classroom Code) are met:

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| <ol style="list-style-type: none">1) Students will endeavour to be fully prepared for each lesson and to be dressed in full school uniform.2) Students will be actively engaged in lessons and contribute positively.3) Students will always behave in lessons in such a way that no other student's education is disrupted.4) Students will record homework in the school diary and then complete them to the best of their ability in the allotted time specified. |
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TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

TBGS Referral Card

- A student will be given a yellow card for persistent disruption to a lesson (e.g. talking out of turn, calling out, turning around, fidgeting, etc), despite having received a warning
- The student is likely to be sent from the lesson to work elsewhere, taking the card to the teacher to whom he has been sent
- At the end of the period the student returns to their lesson and hands the card back to their teacher – the teacher gives the card to the Head of House (Pastoral) who ensures a letter home is produced.
- The student's Head of House or tutor will re-issue the card at the morning registration following the lesson in which the problem occurred
- The student is likely be given an appropriate punishment by the class teacher for his behaviour as well as receiving the yellow card
- The student must ask his tutor to sign the card every morning, even when he has an assembly
- At the start of every lesson the student must give the card to his teacher, even if the lesson is taken by a cover teacher
- If the student's behaviour is acceptable the teacher will sign his card. Otherwise, they will put a cross through that lesson and explain on the reverse of the card why the behavior was unacceptable
- The student must show the card to his Head of House every day
- The student must ask a parent to sign his card every day
- When the card is complete the student must hand it to his Head of House.
- If a student is given a yellow card for the third time in a term he will receive a Saturday detention.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Addendum 4

Exclusion Room Procedure

- In extreme circumstances e.g. swearing at a teacher or physical violence, sending the student to another teaching room with a yellow referral card will not be appropriate. In such cases, the student should be sent to reception who will then contact a member of SMT. The student will then be sent home or be required to work in the exclusion room.
- The exclusion room may also be used as a place for a student to work in isolation for the day as a punishment for a serious breach of school rules, at the discretion of the HoH and Deputy Head (Pastoral).
- In such cases, subject teachers will set work for each lesson and the student will remain in the room at break and lunchtime ie they are out of general circulation for the whole day.
- Any student placed in an internal isolation will have easy access to the staff at reception, if feeling unwell. They will also have regular opportunities for food/drink and toilet breaks.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Addendum 5

Dealing with Uniform Problems

Students whose uniform is less than satisfactory should be referred to their tutor or Head of House. Repeat offenders may be given an ASDT and/or placed on a report. For serious breaches of uniform e.g. dyed or extremes of hair etc, please send the student to reception to be seen by the Deputy Head (Pastoral).

SCHOOL UNIFORM

YEARS 7 – 11

Navy Blazer, Main School House Badge and Tie,
Black 'V' necked pullover *without* emblem.

(Jumpers should only be worn under blazers and not instead of blazers)

YEARS 12 – 13

Black Blazer

(Navy Blazer may continue to be worn until replacement is necessary),
Sixth Form House Badge and Tie,
Black 'V' necked pullover *without* emblem.

(Jumpers should only be worn under blazers and not instead of blazers)

WHOLE SCHOOL (Years 7 – 13)

Charcoal Grey Trousers,
White School Shirt – NOT fashion shirt or sports shirt.
Black shoes, unbranded, non-canvas, Dark Socks.

NO rings, earrings or other forms of jewellery.

Belts, if worn, should be plain black with no fashion buckle.

NO earphones to be visible around school.

Mobile phones and Smart devices are not to be used, seen or heard during the school day
between 8.15am - 3.50pm

Hair is neither excessively long (over the collar) nor excessively short,
is clean and well-groomed and of one natural colour.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Students should be clean shaven.
Extremes of fashion are to be avoided.

NB – OUTDOOR COATS must be taken off when inside (including the Lunch Hall).

Simple Rule: WHEN IN – COATS OFF

Pullovers are V-NECKED

Blazers are to be worn around the School – that is the norm.
Teachers may allow their removal during lesson time.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Addendum 6

Dealing with Homework Problems

Homework Defaults

A homework default will be given as a result of the following:

- failure to hand in a piece of work after two requests
- two late submissions of work per half term
- second piece of poor quality homework in a half term where minimal effort has been expended

The teacher should record the default on SIMS. The student's parent, tutor, Head of House and the relevant member of staff will receive a SIMS message to inform them of the default.

The teacher will issue a suitable sanction e.g. lunchtime DT, ASDT – following department procedure

Every 3 defaults in a term will result in a Saturday detention.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Addendum 7

Searching without consent and confiscating students' property:

Staff may be required to confiscate, retain or dispose of a student's property if it is affecting the learning of others, as a punishment, or for safety reasons, so long as it is reasonable in the circumstances.

It is for the teacher to decide if and when to return a confiscated item, any such item that is kept for longer than one school day, should be passed to the Deputy Head (Pastoral)

Any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property, may be disposed of or passed on to the police.

In exceptional circumstances, staff may be required to search students for any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property. These prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs and legal highs
- Stolen Items
- Tobacco and smoking paraphernalia
- Fireworks
- Pornographic images

In the unlikely event of a student being searched, they will first be encouraged to do so voluntarily. Any search which takes place without consent must be in the presence of a second member of staff.

As a result of any such search, items may be handed over to police.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

Addendum 8

Exclusion Policy

Exclusion is an extreme sanction and is only administered by the Headteacher (or Deputy acting in that role) in circumstances where there has been a serious breach of the School Discipline Policy.

Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are in breach of the School Discipline Policy:

- Verbal abuse of Staff (teaching or non-teaching)
- Verbal abuse of students
- Physical abuse of/attack on Staff (teaching or non-teaching)
- Physical abuse of/attack on students
- Indecent behaviour
- Sexual abuse or assault
- Damage to property
- Misuse of drugs or other unauthorised substances, including the possession, use, or supplying of an illegal or unauthorised substance
- Sharing, selling or otherwise exchanging an illegal or unauthorised substance
- Bringing drugs, or unauthorised substances onto school premises, or onto school trips
- Carrying an offensive weapon – 'a weapon is defined as any item made or adapted for causing injury'
- Theft
- Arson
- Serious breach of the School Computer Policy
- Behaviour which results in persistent disruption to the learning of others
- Unacceptable behaviour which has previously been reported and for which School sanctions have not been successful in modifying the student's behaviour – in particular, a one day exclusion may be given to a student reaching their third Saturday Detention of the academic Year

At TBGS we operate a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal or unauthorised substances.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Exclusion Procedure

- Most exclusions are for a fixed term and of short duration (usually between one and three days).
- The Headteacher may exclude a student for one or more fixed periods in any one school year.
- Prior to exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and its duration. Parents are advised that the student is not allowed on School property and that daytime supervision is their responsibility. Parents have a right to make representations to the Governing Body as directed in the letter.
- A re-integration meeting will be held on the student's return to school. Following this meeting the student will be placed on a Pastoral Support Plan to monitor his progress on the agreed objectives for a successful re-integration to school.

Permanent Exclusion

The decision to exclude a student permanently is a serious one and will usually be in response to one of two situations:

Permanent exclusion may be the final step in a concerted process for dealing with disciplinary offences following the unsuccessful use of a wide range of other strategies. It is an acknowledgement that all available strategies, both within school and involving external agencies, have been exhausted but the student's behaviour is still causing significant disruption to the learning of others or is otherwise unacceptable to the school.

Such a student will inevitably have previously served fixed term exclusions. If these exclusions have reached a total of five days in the student's school career s/he will be permanently excluded, unless there are exceptional circumstances which dictate otherwise.

In exceptional circumstances reflecting the seriousness of an offence, a permanent exclusion may be given. Such circumstances could include serious actual or threatened violence to another student or member of staff, supplying an illegal drug, carrying an offensive weapon, arson or any other offence the Headteacher considers to be of such seriousness that it significantly affects the discipline and well-being of the School.



TORQUAY BOYS' GRAMMAR SCHOOL

Good Behaviour and Discipline Policy

Reviewed by Personnel Committee – March 2018

'TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of disabled people, promotion of the positive duty in relation to race and disability and avoidance of stereotypes. This document is available in alternative formats on request.'