

	The Gregg Schools Trust Proprietor of The Gregg School	Document Owner: DSL
	Behaviour & Discipline Policy	Updated: April 2026
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Reviewed and ratified by: Board of Trustees (via email) Education and Safeguarding Committee		Date of Approval: 20 April 2026 28 April 2026
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The Gregg Schools Trust ("The Trust") is the parent company of The Gregg Schools, and for the purposes of the Independent Schools Standards Regulations (ISSRs) is identified as the Proprietor.

From the date of this policy until 31st August 2026, the Trust operated two schools:

- The Gregg Preparatory School in Winn Road, Southampton - a co-educational day school and pre-school for 4 to 11 year olds.
- The Gregg School at Townhill Park House, Townhill Park, Southampton - a co-educational day school for 11 to 16 year olds situated in buildings and grounds owned by the Trust.

From 1st September 2026, the two schools will merge onto the Townhill Park House site and the Winn Road building will close. As such, a material change will take place.

The Gregg School ('the School') will become an all-through school, providing high quality education for students aged 4 to 16 years.

This policy and procedure is applicable to all members of staff at both schools through until 31 August 2026, and continues to be applicable to all staff at the all-through school from 01 September 2026.

1. Introduction:

At The Gregg Schools Trust ('The Trust') we attach the utmost importance to encouraging students to manage their own behaviour and to act responsibly across the whole site. We believe in utilising a balance of rewards and sanctions to ensure students clearly understand what is expected of them. The school rejects the use of corporal punishment.

2. The Aims of our Behaviour and Discipline Policy are:

- To promote a positive self image, mutual respect and courtesy towards all members of the school community.
- To promote responsibility for the student's own behaviour and the effect it has on others.
- To promote restorative opportunities to ensure that a student has gained a greater understanding and learnt from previous mistakes
- To promote rewards for personal and academic achievement and contributions to the school community.
- To have a clear, fair and consistent system of rewards and sanctions.
- To make reasonable adjustments for our students with special educational needs and / or disabilities.

3. The Values - Our Code of Conduct

We expect all members of the school community to follow this code of conduct both inside and out of school.

3.1 Care

As a caring school, it is important to be friendly, courteous, helpful and polite to all members of the school community and to visitors.

3.2 Respect

Every member of the school community is entitled to respect, and all of us should show respect to people, property and the school environment.

3.3 Responsibility

It is important to take responsibility for our own attitude and behaviour at all times, and to consider the consequences of our words and actions.

3.4 Hard work

It is important to do our best at all times both with classwork and homework as well as extracurricular activities.

3.5 Honesty

We must be able to trust each other and be truthful and trustworthy in what we say and do.

3.6 Co-operation

In our school it is important that everyone works together to uphold these values in order to create a spirit of harmony.

4. Classroom Expectations

All students should:

- Arrive punctually to lessons
- Senior school pupils should line up outside the classroom (where appropriate), younger pupils will follow the instructions from the adults.
- As age appropriate, bring the correct equipment and homework diary to the lesson
- Listen attentively when the teacher is talking

- Listen attentively when other students are contributing to the lesson
- Follow instructions sensibly
- Raise a hand and wait to be invited to speak
- Value each member of the class by supporting each others' contributions.
- Say good morning / afternoon as appropriate.
- Not expect to leave the classroom to visit the toilet during learning times
- Be allowed to drink bottled water after asking the teacher's permission, where appropriate.

4.1 Travel expectations

A 'Code of Conduct' for travel on the school minibuses is available and shown and read through with all of the children at the start of the academic year. This is in place for the safety of all those onboard. Any minor breach of these rules will lead to a verbal warning or sanction. Any more serious violation of these rules will lead to member of staff informing the parents and the necessary sanction put in place. This may include the child in question being unable to travel on the school minibus in future.

Students using public transport are expected to display pro-social behaviour in all public places.

5. Rewards

We as a school wish to promote self-respect and self-esteem through rewarding good work, good behaviour and effort. We will do this through a clear and fair system of rewards (See *Appendix 1 for Rewards System*).

Students will receive **praise** from teachers for good work, effort, respectful acts and behaviour.

5.1 Academic Reward for secondary pupils

Learning Habit stickers will be awarded by the teacher to recognise and reward a student who has exercised one or more of the habits of mind promoted by the school.

Learning Habits at KS3



Grit = when a student perseveres with an activity, which they find difficult or over a number of lessons before gaining a full understanding.



Challenge = when a student takes on a challenge activity in class or really pushes their effort forward



Flying Solo = when a student shows independence of thought or action whether successful or not, which enables them to push their learning forward



Link = when a student is able to make a link between concepts and ideas in your lesson. It can be comparison between subjects, topics, different skills or knowledge, or between now and then.



Eureka = when a student has a 'genius' idea or a 'eureka' moment which shows great creativity or problem solving



Pinpoint = when a student applies accurate subject terminology or knowledge & understanding or reflects and improves on their work.



N.B There are no hard rules about when and which stickers to award – the most important principle is we reward student's effort and are able to explain to them why we have used a particular Learning Habit.

Learning Habits at KS4



Resourceful = when a student problem-solves, perseveres or is able to sort out an issue independently to enable their learning to move forward.



Link = when a student is able to make a link between concepts and ideas in your lesson. It can be comparison between subjects, topics, different skills or knowledge, or between now and then.



Challenge = when a student takes on a challenge activity in class or really pushes their effort forward



Pinpoint = when a student applies accurate subject terminology or knowledge & understanding or reflects and improves on their work.



N.B There are no hard rules about when and which stickers to award – the most important principle is we reward student's effort and are able to explain to them why we have used a particular Learning Habit.

For secondary aged pupils, Learning Habits will be recorded in the “planner” by the awarding teacher and **added to Sims by the tutor. All tutors must ensure that the Learning Habit totals are added to Sims on a regular basis (e.g. fortnightly basis).**

5.2 Senior Teacher Commendations (STC)

Learning Habit stickers will be awarded by the teacher to recognise and reward a student. Students will receive this commendation for:

50 Learning Habits

- An excellent piece of work or excellent effort that goes beyond the minimum, including HPL and SEND students. The STC is difficult to earn, but can accumulate throughout the year.

Please note the following arrangements for giving Senior Teacher Commendations:

1. If the STC is for 50/100/150 Learning Habits, **tutors** should write this in the student planner and sign it at the same time.
2. If the STC is for excellent work or effort, the **awarding teacher** should write this in the student planner and sign it at the same time.

Tutor responsibilities:

1. For **every reward** in the planner, **tutors** will then make an entry onto the SharePoint excel document. To ensure good record keeping, **tutors** should cross through each STC in the planner as it is recorded on SharePoint. This process should happen **weekly although there will be an extended tutor time once a half term.**
2. Once a month, **SJW** will write STC certificates and then they will be presented by Heads of Year during praise assemblies at the end of each half term.

5.3 Headteacher's Commendation

Students receive this commendation for an outstanding piece of work and/or effort that stands out above and beyond expectations and above the rest of the cohort.

Only 10 to 15 of these will be awarded by a member of teaching staff a year. The student will receive a certificate and enter their name in the Headteacher's Commendation Book. A Headteacher's Commendation is recognised by the school as a prestigious achievement.

5.4 The Wider School Community

Students will collect **Respect Points** for exhibiting thoughtful, respectful, polite and kind behaviours such as:

- being respectful (e.g. opening doors for others)
- an act of kindness
- standing up for a friend
- helping others
- being very polite
- exemplary behaviour on the buses
- demonstrating tolerance and cultural awareness and understanding

Students will collect **Legacy Points** for supporting a charity or school event, or for giving back to their school in some way.

3 Respect Points/Legacy Points will be awarded for supporting the school with the following:

- a charity event (e.g. bake sale)
- taking part in a House Event (e.g. House Dance)
- contributing to the local community (e.g. raising money for local charities)
- acting as a tour guide at Open Morning

All Respect Points will be recorded in the “planner” by the awarding teacher and **added to Sims by the tutor. Again, the totals for the Respect Points must be added up on a regular basis (at least fortnightly).**

Students will collect a **Mercury** for the following:

- 30 Respect Points
- 5 House Events
- Helping at Open Evening or a **Saturday** Open Morning
- More than 2 hours of service for the school (e.g. Performing or reading at the Carol Service)
- Regular and consistent representation of the school in external sporting fixtures

Please note the following arrangements for giving a Mercury:

1. If the Mercury is for 30/60/90 Respect/Legacy Points, **tutors** should write this in the student planner and sign it at the same time.
2. If the Mercury is for 5/10/15 House Events, **Heads of House** should write this in the student planner and sign it at the same time
3. If the Mercury is for representation / respectful behaviour / service, the **awarding member of staff** should write this in the student planner and sign it at the same time

Tutor responsibilities:

1. For **every reward** in the planner, **tutors** will make an entry onto the SharePoint document. To ensure good record keeping, **tutors** should cross through each Mercury in the planner as it is recorded on SharePoint. This process should happen **weekly although there will be an extended tutor time once a half term.**
2. Once a month, **SJW** will write Mercury Postcards and then they will be presented by Heads of Year during praise assemblies at the end of each half term.

Valor Award

- The **Valor Award** is presented to students who complete 36 hours or more of co-curricular commitment over the year.
- **The Valor Additus Award** is presented to students who have given 36 hours of Commitment and taken part in the following:
 - 🕒 Year 7 – 12 hours of British Sign Language
 - 🕒 Year 8 – First Aid Course or 12 hours of British Sign Language
 - 🕒 Year 9 – First Aid, Language Leaders Award, Industrial Cadets or Bronze Duke of Edinburgh Expedition and Volunteering
 - 🕒 Year 10 – All four sections of Bronze or Silver Expedition and Volunteering of Duke of Edinburgh
 - 🕒 Year 11 – Completed Silver Duke of Edinburgh

- HART Awards are presented to students who have made a **significant contribution** to the Creative Arts. Examples of how a Hart Award may be earned include: involvement in the school musical, participation in activities such as The Future Chef Competition or having art work chosen by the marketing team for use in promotional flyers and/or The Gregg School merchandise.

At the end of each academic year, the accumulation of the rewards are celebrated at the Achievement Award Ceremony. The following benchmarks of achievement are recognised:

- | | |
|---|----------------|
| • 5 Mercury/Senior Leader Commendations | Bronze Award |
| • 10 Mercury/Senior Leader Commendations | Silver Award |
| • 15 Mercury/Senior Leader Commendations | Gold Award |
| • 20+ Mercury/Senior Leader Commendations | Platinum Award |

There is also an award given to the student in each year with the most Valor hours accrued.

House Points are collected throughout the year. At the end of each academic year, the House with the most points will be awarded the House Trophy. A House Point Totals Board will display the current totals for each House.

5.5. Rewards for primary aged students

We encourage and celebrate positive behaviour through our RESPECT Charter (see Appendix 4 below). Our rewards system recognises children's achievements, reinforces our values, and motivates continued positive behaviour.

Children earn RESPECT points when they demonstrate behaviours outlined in the RESPECT Charter, which is displayed in every classroom. Ten RESPECT points recorded on their passport are exchanged for a large RESPECT sticker in their pupil planner. Stickers accumulate towards pin awards as follows:

- **3 stickers → Bronze Pin**
- **6 stickers → Silver Pin**
- **10 stickers → Gold Pin**
- **Platinum Awards** are given to pupils who demonstrate exceptional respect consistently throughout the year.

Children are also rewarded for demonstrating PSB skills, including Independence, Thinking and Learning, Leadership, Communication, Collaboration, and Reviewing and Improving. The same points and award system applies to these skills, ensuring that all aspects of personal development are valued.

Each classroom operates a colour behaviour system, where children start the day on green. Positive behaviour linked to the RESPECT Charter allows children to move their name up to bronze, silver, or gold, earning points based on their final position: bronze earns one point, silver three points, and gold five points. Children reaching gold have the opportunity to visit the Headteacher for praise and take home a postcard recognising their achievements.

All rewards are recorded to ensure fairness and consistency, and recognition may be given individually, in class, or across the whole school, reinforcing positive behaviour and promoting a supportive learning environment.

6. Sanctions for secondary students – in the classroom (see **Appendix 2 – Sanctions Ladder**)

Sanctions are available to all teachers in order to maintain discipline. These sanctions will be consistently applied across the school. In the classroom, the escalation of sanctions will be:

- A **Reprimand** – this will usually be all that is needed
- **Moving the student** to another place in the room or **talking to the student** at the end of the lesson or outside
- A **debit** recorded in **Sims**
- If the behaviour continues, please refer to **Appendix 2 – Sanctions Ladder**

6.1. 1. Use of Debits in the secondary school – behavioural

These are issued for:

- Unsatisfactory uniform after warning
- Forgetting equipment after warning
- Inappropriate behaviour in classroom, at break or on the bus
- Dropping litter
- Eating in the wrong place
- Lateness to lessons (5+ mins)
- Lack of effort after warning
- Repeated minor offences
- Or at the discretion of the teacher

The debit is added to **Sims by the teacher who issued it with a reason**. Whole class debits should never be issued.

For secondary pupils, six behavioural debits during a half term results in a Friday afternoon detention. Tutors add the 6 debit detention to Mantis and refer this to the Head of Year who will issue the detention. A letter will be sent to parents from the Office informing parents of the reason for the detention and its date and time. The office staff will add the 6 debits to Sims for a student. (**See Appendix 3 Tutor Sanctions Ladder**)

More serious incidents can also lead to 6 debits (and therefore a Friday afternoon detention). These incidents include:

- being removed from a classroom for disruptive behaviour
- being 'out of bounds'
- chewing gum
- using a mobile phone in school
- damage to school property
- swearing
- defiance and rudeness

It is the responsibility of the member of staff who issues the Friday afterschool detention to put the detention on Mantis and refer this to the **Head of Year** so a letter can be sent home to parents. The office staff will add the 6 debits to **Sims**.

It is recognised that debits are only effective if used sparingly. One debit should be given at one time and a reason for this should be added to **Sims**.

6.1.2. Secondary students are sometimes placed 'on report' by a Head of Year (HOY)

The HOY will inform the parents of the action to be taken and of the reason.

- A student is usually placed 'on report' because of unacceptable behaviour/falling achievement in the classroom. At the start of each new lesson, the student who is on report should present that report to the teacher.
- If a student fails to complete their report for any reason then the matter must be referred to the tutor / HOY as appropriate in order to contact parents.
- Sometimes a student's HOY might need an update on Student Progress or behaviour in order to report to parents. When such reports ("Round Robins") are requested, it is essential that all staff respond as quickly as possible, providing the right information.

6.1.3. Use of debits – overdue work

- These are issued for pieces of work that are overdue. Usually this applies to late or incomplete homework. These are added to **Sims by the teacher issuing the debit**.
- Two overdue debits from the same teacher during a half term will lead to a half hour subject detention which will take place at lunchtimes. Failure to attend this detention results in the student attending an afternoon detention set by the Head of Department. The subject teacher or Head of Department should ensure parents are kept informed. Further issues regarding overdue work will be referred on to the HOY for consideration to be placed in a Friday detention.
- Six overdue work debits within a half term results in a Friday afternoon detention. The detention is issued by the tutor and forwarded to the **Head of Year via Mantis**, to ensure a letter is sent home to parents informing them of the reason for the detention and its time/date.

6.1.4. Detentions for secondary aged pupils

Friday afternoon detentions take place from 3.45pm to 4.45pm. The detention is overseen by the Headteacher or a member of SLT and takes place in Room 2.

- Students in Behavioural Detention spend the time completing written work that encourages them to reflect on their behaviour. Students in Overdue Work Detention catch up on missed homework or should be given work to do by the member of staff who has given the detention.
- Any student who has two or more either behavioural or Overdue Work detentions will have their parents contacted by the Head of Year and invited in for a meeting.
- The third Behavioural or Overdue Work detention in a term can result in a Saturday morning detention. This will run from 9.00am – 11.00am. The students will wear full school uniform. It will be supervised by two members of staff (normally SLT). A Saturday morning detention can also be given at the discretion of a member of the SLT.

6.1.5. Serious incidents

- Fighting, theft, bullying, smoking and the use and/or possession of alcohol, drugs, smoking materials / equipment or offensive weapons and offensive behaviour towards a member of staff must immediately be reported to the appropriate Head of Year, who will inform the Deputy Head and SLT.
- Fighting, theft and possession of offensive weapons will be dealt with at the discretion of the SLT depending on the seriousness of the incident. For smoking and alcohol and drug possession, please refer to the school's Drugs Policy and for bullying, refer to our Anti-bullying Policy.
- **If a student is suspected of being in possession of an offensive weapon or other items of an illegal nature, the school reserves the right to search the student and confiscate the items, and the police may be informed if the school deems it necessary.**
- **A search will be carried out by two members of staff and only outer clothing will be removed.** (Please refer to the School's Drugs Policy for further clarification).
- An accumulation of repeated bad behavioural incidents after warnings and Head of Year interventions will also be deemed a serious incident.
- Sanctions for serious incidents will be determined by the Headteacher in consultation with SLT and the Head of Year.

A serious incident that has demonstrated a lack of respect or tolerance towards another student or member of staff will be sanctioned accordingly, and where possible followed up with a restorative meeting so that the offending party can gain a greater understanding and learn from the experience whilst the other has an opportunity to gain closure to the situation.

6.2 Sanctions for primary aged students:

Sanctions are designed to be **age-appropriate, restorative, and supportive**, helping pupils understand the impact of their behaviour and make positive choices. All sanctions are applied consistently and recorded on the school's behaviour log system.

Stage 1 – First incident of low-level disruption or negative behaviour

- The incident is discussed with the pupil.
- The pupil is reminded of expected behaviour linked to the RESPECT Charter.
- The pupil is supported to make a better choice.

Stage 2 – Second incident of low-level disruption or negative behaviour

- The incident is discussed with the pupil.
- The incident is recorded on **SchoolPod**.
- The pupil completes a short, age-appropriate **reflection sheet** at break or lunchtime (5 minutes).
- For more serious low-level incidents, reflection time may be increased to 10 minutes.
- Reflection will always be supervised and used as a calm opportunity for pupils to understand the impact of their behaviour and how to improve it.

Stage 3 – Persistent low-level disruption or repeated negative behaviour

- Parents are informed through an informal conversation (face-to-face, telephone, or email).
- Strategies for improvement are shared with the pupil and parents.
- Behaviour continues to be monitored by the class teacher.

Stage 4 – Serious misconduct

This includes failure to improve after earlier stages or a serious incident such as:

- Swearing
- Physical aggression (e.g. slapping, kicking, serious pushing)
- Bullying or unkind behaviour
- Disrespect towards staff or refusal to follow instructions

Actions:

- A formal behaviour warning letter is issued to parents.
- The pupil's behaviour is monitored by the class teacher.
- The Headteacher is informed of concerns and any improvements.

Stage 5 – Escalated misconduct or repeated Stage 4 behaviour

- One day of internal isolation.
- Parents contacted and a formal letter sent home.
- A meeting is held with the pupil to discuss behaviour, choices, and next steps.
- A behaviour support plan may be put in place where appropriate.

Stage 6 – Continued serious misconduct or repeated Stage 5 behaviour

- One day fixed-term exclusion.
- Parents contacted and formal letter sent home.
- Reintegration meeting held with pupil and parents.
- Trustees informed in line with school policy.

Stage 7 – Persistent failure to improve behaviour

- Permanent exclusion may be considered.
- Parents informed in writing and in a face-to-face meeting.
- Chair of Trustees informed.
- All procedures follow statutory guidance and school Exclusion Policy.

The school rejects the use of any form of corporal punishment.

Reception Stage: Visual behaviour charts are used. Children are given a verbal warning; this is then followed by a period of time out in class. If the child's behaviour still does not improve then, depending on the severity of the incident/s, they will be sent to see the Headteacher.

KS1 and 2: Visual behaviour charts are used this is then followed by the pupil having their name moved down on the chart. Depending on the severity of the incident/s, they will be sent to see the Headteacher. Parents are contacted if the child goes on to Red.

6.2.1 Exclusion:

If a child displays a serious or continuous breach of the school rules, or a serious offence has been committed, then either a temporary or permanent exclusion may be deemed the necessary option. The Headteacher will use any evidence available to them to make a decision at his/her discretion and after discussion with members of the Senior Leadership Team. The steps, detailed in the exclusions policy, will then be followed.

6.2.2 Concerns regarding behaviour:

Parents/carers are encouraged to raise any concerns with their child's teacher or alternatively to arrange a meeting with the class-teacher along with a member of Senior Leadership Team to discuss their concerns and to try to resolve and rectify any problems regarding behaviour with immediate effect.

7. Physical Intervention

It is extremely unlikely that physical intervention would ever be necessary for any student.

Guidelines for Staff

Physical Intervention is any method of physically intervening to resolve a difficult or dangerous situation, and is not necessarily physical restraint. Physical restraint is defined as when a member of staff uses force with the intention of restricting a young person's movement against their will.

Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible. It is never a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming, restorative conversations etc.) of managing the situation should always be tried first, unless this is impractical.

It is the responsibility of the school, specifically the Headteacher and Governors, to ensure that the policy in place on the use of physical intervention which should be communicated to the school community, updated and reviewed on an annual basis.

The Key Principles are:

- Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible.
- Staff will continuously seek opportunities to communicate, assess the situation, look and listen and distract, divert and de-escalate.
- Any physical intervention will be REASONABLE, PROPORTIONATE AND NECESSARY and in the pupil's BEST INTEREST.
- Where there is an element of foreseeable risk this will be assessed and, where possible, recorded.
- All staff involved in any physical intervention are responsible for recording the need for physical intervention on the same day as the incident and ensuring that this is handed to the Headteacher or Deputy Headteacher and the Designated Safeguarding Lead (DSL).
- Parents / carers will be contacted by the school when their child has been involved in physical intervention. This may be by telephone, direct contact or by letter on the day the incident occurred.
- The school will keep records of any incident and physical intervention in a numbered database. This is analysed and recorded by the DSL every half-term, and reported (including NIL returns) to the Education and Safeguarding sub-committee of the Governing Body.
- Such is the unlikelihood for the need for physical intervention, the staff are not trained in specific physical intervention techniques. As such, it is possible that bruising or scratching may occur accidentally. These are not necessarily to be seen as a failure of the professional, but a regrettable and infrequent side effect of attempts to keep people safe. There will always be a verbal check of injury after physical intervention and any

injury will be treated and recorded on a skin map, and recorded in the Physical Intervention report to the Headteacher.

Physical restraint must:

- never be entered into lightly
- involve the minimum force necessary to be used to de-escalate a potentially dangerous situation
- be applied only until the immediate threat has passed
- support the child/young person to maintain self-control
- not be used offensively as a threat or a punishment (aversive consequence)
- must not inflict pain
- be administered calmly and rationally, not in response to anger or frustration
- used only as the result of a professional judgement about the young person's safety, taking account of the age and abilities of the young person
- be in the child/young person's best interests
- not be used for convenience of staff nor be a substitute for a positive intervention/behaviour management programme
- be planned as part of an Individual Behaviour Plan, fully understood by child and parent/carer.

An emergency response is only justified on the first occasion and must always be the last resort (i.e. means other than force was attempted and found to be insufficient)

The following situations may legitimately require physical restraint as a response:

- where there is risk of injury to young people
- where there is risk of significant damage to property
- where a young person is behaving in a way that is compromising the good order and discipline of the school
- to prevent the young person committing a criminal offence where it is in the best interest of the child / young person

Physical restraint should only be considered as an option if:

- calming and de-fusing strategies have failed to de-escalate the situation
- response is in the paramount interests of the young person
- not intervening is likely to result in more dangerous consequences than intervening.

Holding techniques should take account of the following:

- Airways – no obstruction of airway
- Breathing – no restriction of chest area
- Circulation – no pressure on arterial pressure points
- Good body alignment - avoid pressure on joints.
- Seclusion - where a child is moved to a separate room with restricted exits, will not be used.

8. Classroom management

- Effective lessons are likely to be those in which students are fully engaged, make good progress, are well motivated, result in improved attainment, are enjoyable and provide for all types of learner.
- The Learning Objectives of the lesson should be clear and the teacher should be organised and the lesson well resourced. The aims of the lesson should be clear and tasks differentiated to encourage effort and commitment from all students.
- There should be appropriate pace and a variety / balance of activity that allows for extension and Independent Learning.
- Teachers should encourage, challenge, respond enthusiastically and give clear guidance about how students can improve their work.
- Books should be regularly marked and students should expect to receive quality feedback on a regular basis about their work.
- Teachers should always take a lesson register and make sure that they know the days that students have been absent from their lessons.

8.1 Our aims are:

- to continually strive to improve the quality of Teaching and Learning for all students
- to support effective classroom management
- to provide stimulating opportunities for learning in lessons
- to contribute towards improved whole school effectiveness.

8.2 Guidance for staff:

Be well prepared for lessons

- Keep everyone 'on task' and interested
- Extend and motivate all students
- Differentiate
- Set work every week and mark promptly and constructively
- Use regular and different types of assessment to inform progress and teaching.

8.3 In more detail this is likely to mean that you:

- arrive in the classroom before your group and begin on time
- ensure that students line up quietly before they can go into the room
- start the lesson in a cool, professional manner, say good morning/ afternoon and then ask them to sit down
- get to know your students by name and make sure that you understand their individual learning needs and requirements
- be completely prepared for the lesson and have resources ready
- abide by and apply fairly the code of conduct from Day 1 and adhere to it
- model high standards of courtesy and behaviour that are expected from students
- ensure that all students are able to fully participate in the lesson
- emphasise the positive, including praise for good behaviour / good work
- make sparing, fair and consistent use of reprimands and target the right student
- criticise the behaviour, not the individual
- use private rather than public reprimands where possible
- avoid sarcasm and threats which are not subsequently carried out
- make sparing, fair and consistent use of punishments and keep your Head of Department informed

- inform the Head of Department or Tutor about any incidents / causes for concern (**see Sanction - in the classroom above and Sanctions Ladder Appendix 1**)
- avoid whole group punishment and humiliation
- keep to time in the lesson and finish promptly
- make sure the class is settled and leaves your lesson dressed smartly and in an orderly fashion
- reflect on your classroom practice and learn from it.

The way in which we communicate our aims with students and the consistency with which we apply rules will enable whole school progress. This means that **EVERY** member of staff is responsible for all aspects of our students' learning experience.

9. Management of movement around school

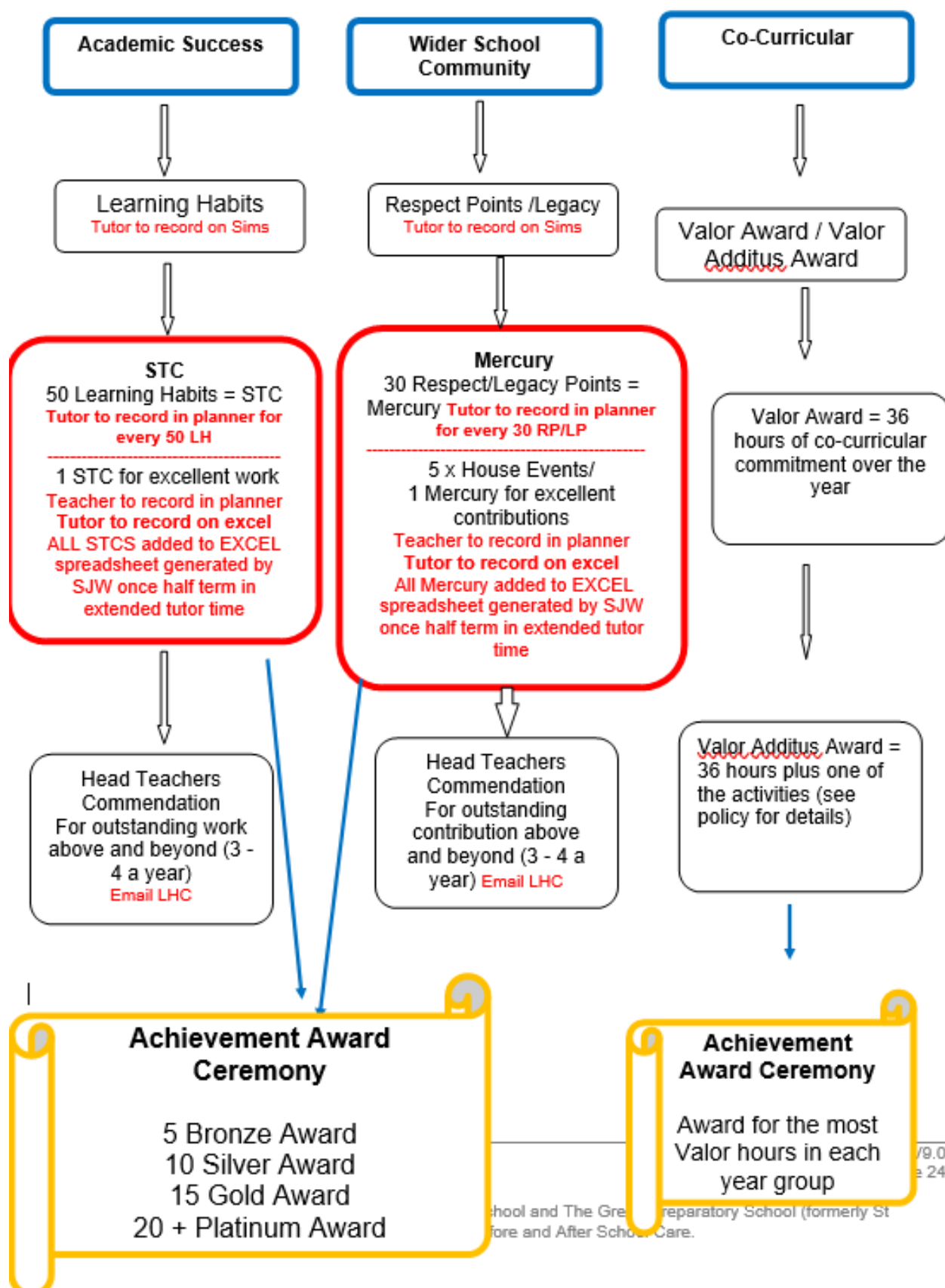
- Students should walk on the left, give way to staff and walk quietly in single file.
- Encourage students to move swiftly between rooms, emphasising no physical contact or shouting

10. Expectations in assemblies

- All students should line up and go into assembly in silence.
- All tutors should accompany their tutor group to assembly.
- Non-tutors assigned to a particular year group should be present from the beginning in the Hall to enforce the silence rule.

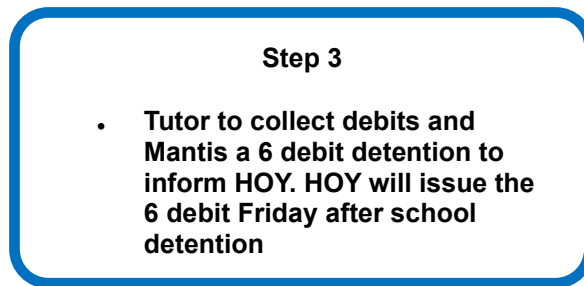
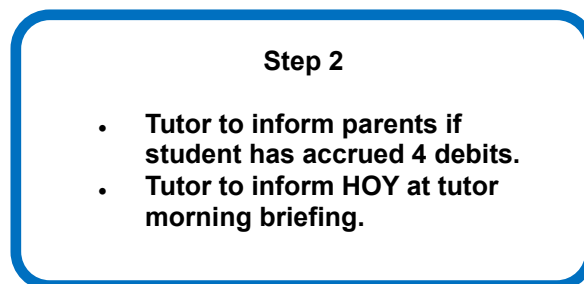
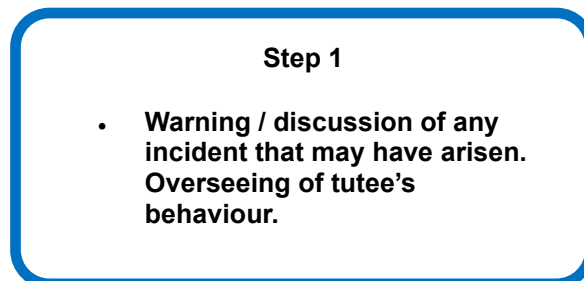
Appendix 1:

For secondary aged students - Rewards System



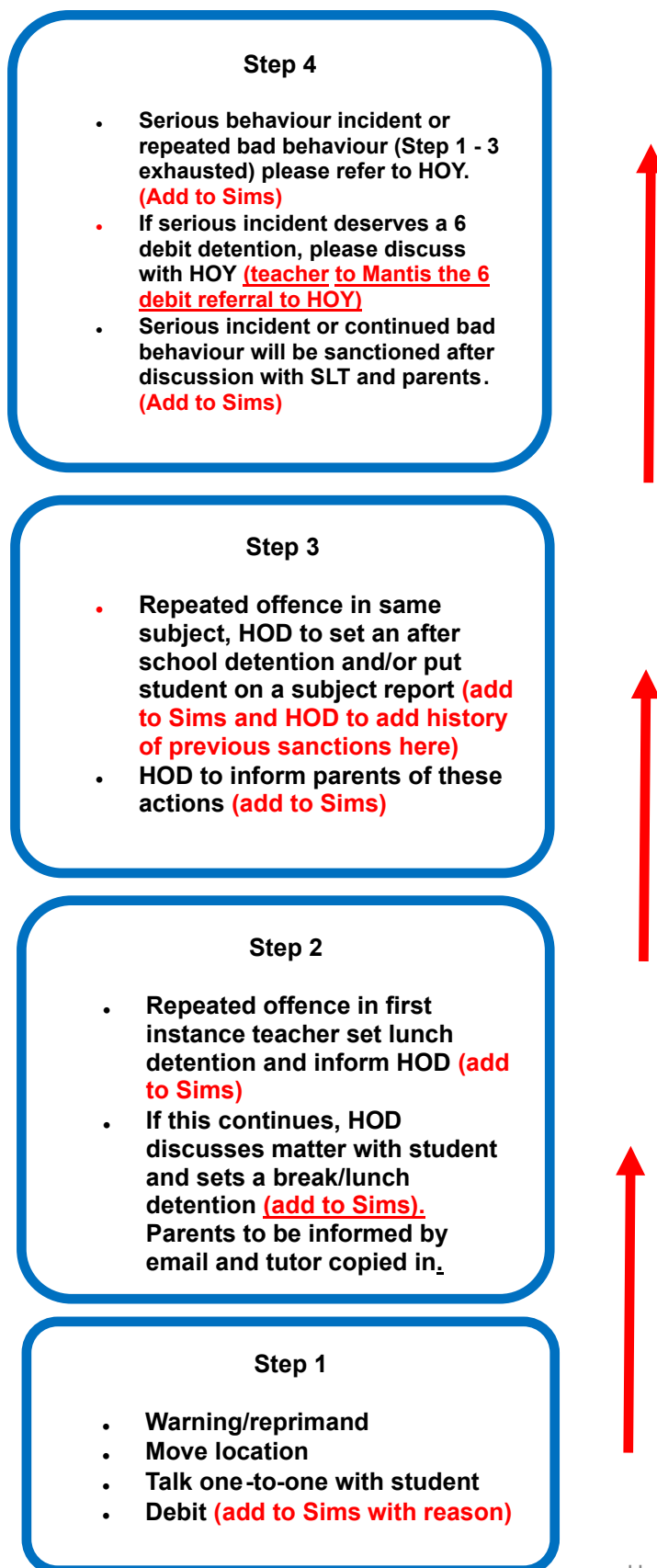
Appendix 2

Tutor Sanctions Ladder for secondary aged students



Appendix 3:

Sanctions Ladder for secondary aged students



Our RESPECT Charter

- R** **Respect everyone** by being kind and polite.
- E** **Enjoy and care for** our school and all its things.
- S** **Stand tall and be brave** when trying new challenges.
- P** **Proud of yourself** by looking neat and feeling good about what you do.
- E** **Encourage our friends** to be safe and make good choices.
- C** **Care about others** by listening to teachers and friends.
- T** **Tell the truth** all the time.