Clitheroe Royal Grammar School

Behaviour Policy

Staff members responsible:	Assistant Headteachers and Deputy Headteachers
Governors:	Full Governing Body

This policy fulfils the legal requirements set out in Sections 90 and 91 of the Education and Inspection Act 2006 and paragraph 7 of the schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. We have also made reference to our duties under the Education Acts of 1996, 2002 and 2011. We have incorporated the requirements of the Schools (Specification and Disposal of Articles) Regulations 2012 in this and related policies. We also note our duties under The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

The policy has also been reviewed and amended in light of the latest DfE guidance:

"Behaviour and Discipline in Schools" (January 2016)

Behaviour in schools: advice for headteachers and school staff 2024

Searching screening and confiscation: advice for schools 2022.

Keeping Children Safe in Education (2024)

Exclusions from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusions from maintained schools, academies and pupil referral units in England including pupil movement-2023

Use of reasonable force in schools

Supporting pupils with medical conditions in schools

DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy.

The policy acknowledges our duties under the Equality Act 2010, in respect of safeguarding and the Special Educational Needs and Disability (SEND) Code of Practice with regard to students with Special Educational Needs and Disabilities (SEND).

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.

As a result, there are a number of related documents and policies which must be consulted in reference to key parts of this policy. These include: the CRGS Home School Agreement, Code of Conduct (Sixth Form), Code of Conduct and Classroom Expectations (known as the CRGS Way at Main School), IT and Online Safety Policy, Child Protection and Safeguarding Policy, Anti Bullying Policy, Care and Control Policy, Screening and Searching Policy, Drugs and Substance Misuse Policy, Managing Allegations against other students Policy, Managing Allegations against a member of staff Policy, Equalities and Inclusion Policy and SEND Policy.

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1. Introduction

The ethos of our school is one where there is an expectation that all students will behave well and achieve their full potential. This is encouraged and reinforced in a variety of ways throughout a student's time at Clitheroe Royal Grammar School via high quality teaching and learning, excellent pastoral care, engaging assemblies and the wide range of extra-curricular opportunities on offer.

Scope

The behaviour policy applies not only when a student is in school or involved in a school activity but when students are travelling to and from school, wearing school uniform or in some other circumstance where the student is identifiable as a student of the school and is either witnessed by a staff member or reported to the school. It covers any inappropriate behaviour which could have repercussions for the orderly running of the school, poses a threat to another student/member of the public or could adversely affect the reputation of the school.

2. Principles

This policy is based on the following three principles:

(i) Everyone at Clitheroe Royal Grammar School should feel that they are in a **safe** environment where there is an atmosphere of **mutual support, co-operation and enjoyment.** This should enable each student to **achieve his or her full potential.**
(ii) Students are trusted to act **responsibly and sensibly.**
(iii) Students can expect to be dealt with **fairly and honestly** and are expected to tell the **truth.**

3. Aims

The aims are of our Behaviour Policy are:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that our school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

To support these aims, Codes of Conduct have been established on both sites (see Appendices 1 and 2)

4. Rewards

In order to further the education of everyone in our school, the emphasis at CRGS is firstly on the positive. We wish to reinforce and encourage good behaviour, effort and achievement. Rewards have a motivational effect, helping students to see that good behaviour is valued and celebrated. Praise, both formal and informal, is central to this philosophy. Students may be praised, individually or in groups, for upholding high standards or for particularly noteworthy achievements. The Main School has a House Points system which rewards students for following the 'CRGS Way', Excellence, Progress/Effort and acts of good Citizenship. All staff should make regular use of House points with our students. Praise calls home are made by Heads of Year and there are regular Headteacher Awards.

Examples of Rewards appear in Appendices 3 and 4.

5. Sanctions

The school has a range of procedures to deal with breaches of the behaviour policy. Examples of Sanctions appear in Appendices 5 and 6.

In line with best practice guidance from the DfE (2024) we have detailed in Appendix 5 how the school would manage students who are found responsible for a malicious allegation against a member of staff as well as how we would respond to non-criminal poor behaviour and bullying off-site, when this has been witnessed by a staff member or reported to the school.

In addition, where a member of staff has been accused of misconduct in relation to a behaviour matter, we would refer to the “Managing Allegations of Abuse against a member of staff” policy and offer appropriate pastoral care and guidance, in line with this policy.

6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group where the relationship involves an imbalance of power. For details of our approach to preventing and addressing bullying see our Anti-Bullying policy.

7. Parents and carers

Parents and carers, where possible, should:

- Get to know the school’s behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school’s behaviour policy
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with school promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

8. School behaviour curriculum

Students at Main School are asked to follow our Code of Conduct and Classrooms Expectations. These are collectively known as ‘The CRGS Way’ (Be Ready, Be Responsible, Be Safe) and the ‘BASICS’ approach (Be Kind, Active in Body and Mind, Say Something, I am Responsible, Connect and Communicate and Serve Others).

9. Safeguarding

CRGS recognises that changes in behaviour may be an indicator that a student is in need of help or protection.
We will consider whether a student’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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our child protection and safeguarding policy for more information

10. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

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

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

11. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. (July 2022)

12. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

13. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

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:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

14. Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

When considering a behavioural sanction for a student with SEND, the school will take into account:

Whether the student was unable to understand the rule or instruction?

Whether the student was unable to act differently at the time as a result of their SEND?

Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an education health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Date of last review:	December 2024
Date of approval by Governors:	December 2024
Date of next review:	Autumn Term 2026

Appendix 1

Code of Conduct - Main School

At Clitheroe Royal Grammar School we have high expectations and expect all students to be excellent ambassadors for the school.

Students should:

Respect the right of all students to learn effectively and of teachers to teach in a positive environment by:

- Following the Classroom Expectations

Present a positive image of themselves and our school by:

- Wearing correct uniform (including meeting the expectations about make-up, haircuts and jewellery)
- Behaving sensibly on journeys to and from school and on visits
- Showing consideration to staff, visitors and each other

Treat everyone in our school community with courtesy by:

- Showing respect for diversity and the ideas and beliefs of others
- Speaking politely to others
- Using appropriate language at all times

Ensure everyone feels safe in our school community by:

- Recognising that CRGS is a No Smoking school
- Not bringing offensive or illegal materials, substances or weapons into our school
- Not collecting money, selling or distributing items to other students
- Following the Acceptable Use and Internet safety statements
- Stepping in if fellow students may be feeling unhappy or unsafe and reporting any incidents that make them feel uncomfortable or worried, to staff

Take care of our school building and equipment by:

- Respecting property and equipment
- Placing all litter in the bins provided
- Respecting the fact that chewing gum is not allowed on site

Meet expectations out of lesson time by:

- Staying away from areas that are “out of bounds” and remaining on the school site
- Keeping to the priority system at lunchtime, only eating in designated areas
- Reporting to the Main Office if they are late or feel unwell
- Moving around our school quietly and calmly, on the left of corridors, showing consideration for other students, visitors and staff

The CRGS Way

Be Ready

- Arrive on time with uniform worn correctly and with pride
- Follow your teacher's routines
- Have all equipment necessary for learning
- Involve yourself in lessons and engage positively
- Work to the best of your ability and meet deadlines
- Mobile phones off and out of sight unless in Years 9-11 as part of a teacher-planned activity

Be Responsible

- Treat others as you would wish to be treated
- Take responsibility for looking after your wellbeing and seek support if needed
- Celebrate and embrace difference, beliefs and diversity
- Positively affect the learning of others
- Follow staff instructions
- Be polite to all, listen and speak respectfully to everyone at all times
- Keep our school community tidy and litter free
- Respect property and equipment
- Behave sensibly on journeys to and from school and on visits

Be Safe

- Follow the Acceptable Use and Internet Safety statements and stay safe online
- Understand that CRGS is a no smoking or vaping school
- Do not bring offensive or illegal materials, substances or weapons into our school
- Use Student Support (e.g. your Head of Year and the NEST)
- Report any concerns to your Head of Year/SLT, or use 'Say Something' if you wish to remain anonymous
- Take care of everyone in the school community

Code of Conduct & Classroom Expectations

And always do the BASICS.....

Be kind

Active in body and mind

Say something

I am responsible

Connect and communicate

Serve others

Clitheroe Royal Grammar School

Appendix 2

Code of Conduct - Sixth Form

The following text can be found in the Sixth Form student planner.

By accepting a place in the Sixth Form, you agreed to follow the Code of Conduct.

As a member of the Sixth Form, I will:

- Treat other students and staff with respect, consideration and courtesy
- Respect the property of others and of the school
- Act responsibly at all times
- Be a good representative of the school at all times
- Attend all timetabled lessons (including Guidance) and at any other time between 8.50 a.m. and 3.45 p.m. requested by a member of staff
- Be punctual to lessons
- Keep my teachers and tutors informed about any absences
- Accept responsibility for my own learning and aim to become a self-motivated and independent learner
- Complete all work set by the due date and to the best of my ability
- Abide by the Acceptable Network and Internet Use Statement
- Wear full and correct uniform
- Ensure that my mobile phone is switched off during lessons, assemblies and other activities and see that it is not a nuisance to others
- Abide by the Library rules
- Contribute to the life of CRGS Sixth Form by participating positively in extra-curricular activities and other Sixth Form activities

I will not:

- Go home early, if ill, without first reporting to Reception, who will contact my parents/carers
- Drive onto the premises (York Street or Chatburn Road)
- Bring chewing gum onto the school premises
- Smoke cigarettes or electronic cigarettes at any time when part of the school, including in the town, on school trips, on school buses and travel to and from school
- Bring alcohol or consume alcohol on the school premises
- Enter licensed premises during school hours (8.50 a.m. until 3.45 p.m. every day) or at any time in school uniform
- Play cards or any games which are associated with gambling
- Take any illegal drugs. The school has a very stringent policy on drugs which has been formulated with parents/carers which will be rigorously applied if a problem arises

In addition to the Code of Conduct, all students are required to sign a Student Agreement which explains what you can expect from CRGS Sixth Form and what is expected of you in return. You will receive a copy to keep.
If the above conditions are not met, this will be considered a breach of the behaviour policy for which sanctions will be imposed, which may include suspension and/or permanent exclusion.

Appendix 3

Main School Rewards

To maintain a positive climate for learning, the emphasis at CRGS is firstly on rewards to reinforce and encourage good behaviour and effort.

Rewards have a motivational effect as students see that good behaviour, effort and achievement are valued and celebrated.

Praise, both formal and informal, is central to this philosophy. Students may be praised, individually or in groups, for upholding high standards or for particularly noteworthy achievements.

House Points

The Main School has a House Points system which rewards students for following the 'CRGS Way' Excellence, Progress/Effort and acts of good Citizenship. All staff should make regular use of House points.

Individual students are awarded bronze, silver, gold and platinum certificates during the academic year, when key benchmarks are achieved. Students who achieve a Platinum certificate will also receive a prize at our annual Awards Evening.

Individual House points are collated and contribute towards a full school House competition for the award of the House Merit Trophy at the end of each academic year. The trophy is awarded to the House whose students have accrued the highest number of House Points.

At Key Stage 4 (in addition to House Points), students who achieve outstanding Commitment to Learning grades in their Interim Reports receive a Praise Post Card from the Headteacher.

Celebration in Assemblies

Assemblies play a crucial role in celebrating success in school. They are an opportunity for effort and achievement to be publicly shared and commended. We are proud to share student successes in both curricular, extra-curricular and out of school interests. Where appropriate, guests are invited to join the assembly to make presentations to our students.

Newsletters, website and Facebook

We are also proud to share student and staff achievement via our regular newsletters, on the school website and on our Facebook page. Reports about events are often written by students themselves. Some departments use school Twitter and Instagram accounts to celebrate achievements.

Positive written and verbal feedback

The immediacy of a positive verbal comment or written feedback on assignments is both reassuring and motivational. We expect staff to offer students constructive and supportive feedback on their work enabling students to continue to improve.

Positive call or message home

Where there has been significant improvement or real effort shown or where a student has contributed to the school or wider community, staff would be encouraged to share this success with parents/carers via a phone call, email or a note in the student's planner.

Celebration Draw

Students with 98-100% attendance or who have met other specified criteria may be entered into a prize draw, to be drawn in assembly.

Headteacher's Award

Heads of Year nominate a student from their year group to receive the Headteacher's Award. This can be for outstanding contribution to the life of the school or any other particularly noteworthy reason.

Invitation to an End of Term celebration event

Students who have not been issued with any Behaviour Points/incidents during a term will be invited to a celebratory event. These vary from term-to-term but examples may include lunch queue jump passes, games and puzzle events, food, and picnics.

Presentation of Rewards

As an alternative to a celebratory event, students may be given a specially selected gift or prize. For example, CRGS branded stationery or a sports item.

Other ways that student effort/achievement may be acknowledged or celebrated are:

- Recognition from Head of Year/Senior member of staff (e.g. postcard sent home)
- Award of other school prizes
- Positive reports to parents/carers
- Consideration for posts of responsibility within our school community (Student Leader)
- Annual School Sports Celebration and issuing of School Sports Colours

In addition:

- Awards are given at our Annual Awards Evening for academic success, progress and services to the school.

Appendix 4

Sixth Form Rewards

In the Sixth Form, rewards may involve the following:

Positive written and verbal feedback

The immediacy of a positive verbal comment or written feedback on assignments is both reassuring and motivational. Staff should offer students constructive and supportive feedback on their work enabling students to continue to improve.

Positive call or message home

Where there has been significant improvement or real effort shown staff would be encouraged to share this success with parents/carers via a phone call or a note in the student's planner. This might be undertaken by a Form Tutor, Senior Tutor, Head of Department, or a member of SLT.

At different times of the year, there will be particular opportunities for praise:

- Praise letter following the issuing of Interim Grades sent by Heads of Sixth Form / Senior Tutor.
- Praise Post Card issued by Heads of Sixth Form / Senior Tutor – generally for services to the school.
- Praise letter following outstanding sporting/extra-curricular achievement.
- Write-up in school newsletter/on school website.
- Awarding of certificates in assemblies.
- Praise letter following summer examination results sent by Heads of Sixth Form /Senior Tutor.

In addition:

- Awards are given at our Annual Awards Evening for academic success, progress and services to the school.

Appendix 5

Main School Sanctions

Whilst we aim to maintain a positive learning environment and reward students who meet our expectations, there will be times when student behaviour needs to be managed with appropriate sanctions.

It is important to note that the school has the right to discipline students for misbehaviour which occurs both within school and, in certain circumstances, beyond school. This may be where a student is travelling to and from school, on a visit or is in some other way identifiable as a member of our school.

The purpose of the sanction should be to:

- Limit inappropriate behaviour
- Enforce our school's expectations and rules
- Show other members of the school community that there are consequences to inappropriate behaviour
- Rectify or remedy any harm done (for example, through restorative approaches)

Sanctions that may be administered by a classroom teacher:

- Use of non-verbal signs or signals to modify behaviour
- Reminder of the school rule/expectation
- Verbal warning that behaviour is unacceptable and reminder of the consequence if no improvement is forthcoming
- Individual discussion with a student (during or after the lesson)
- Moving the student to a different seat within the classroom
- Issuing a "Penalty Point" if the student does not modify their behaviour
- A brief "cooling off" period outside the classroom
- Issuing a "C3" sanction, where a student is sent to work in another classroom and then completes a lunchtime detention
- Keeping the student behind at break or lunchtime
- Issuing a subject detention
- Confiscation of property, as appropriate and reasonable in the circumstances

For more serious matters the member of staff will raise the concern with their Head of Learning, or Head of Year as appropriate. Heads of Year and senior staff will record breaches of the behaviour policy on the student's record and where appropriate add details on CPOMS which may help support students' future good behaviour and wellbeing.

Heads of Year will liaise with Form Tutors and senior staff to apply the following sanctions:

- Loss of privilege
- Community Service
- An after-school detention if a student accrues 5 Penalty Points in a term (45 minutes on a Thursday evening; parents informed by Edulink)
- A lunchtime or break detention
- Green/Amber/Red reporting system

Senior staff may:

- Issue a Headteacher's detention for serious breaches of school discipline. This will last for 60 minutes and is usually on a Thursday evening. Parents/carers would be notified by Edulink email.
- Place a student in a Senior Leadership Team lunchtime detention
- Place a student in Internal Isolation. Parents/carers would be notified by the Head of Year/senior staff and a record of the incident and sanction placed on SIMS.
- Consider a fixed term suspension for the most serious breaches of our behaviour policy Parents/carers would be notified by senior staff (or Heads of Year if, in a rare event, directed by a member of the Senior Leadership Team) and a record of the incident and sanction placed on SIMS.

We would always aim to work in partnership with parents/carers when managing an incident of inappropriate behaviour. We value the support parents/carers offer to the school in the implementation of this Behaviour policy. Parents/carers would always be notified if the school was imposing a formal sanction on a student and where this involved detention beyond the school day we would always ensure parents/carers were informed.

However, the school does acknowledge that we have the right to impose detention outside school hours and this does not require parental consent.

In addition, where a formal sanction is not judged to be the most appropriate or only appropriate response to an incident of poor behaviour, we may respond in a number of ways.

This would involve:

referral to an outside agency for specialist support for the student (for example the Mental Health in School Team)

liaison with the school's Educational Psychologist for advice or further assessment

the creation of a Behaviour Support plan for the student

consideration of an assessment for Special Educational Needs (SEND)

other in-school provision to assist the student in managing their behaviour (such as a Time Out card, support from the Student Support Manager, support from an ELSA trained member of staff, school counsellor or behaviour mentoring by a member of pastoral staff)

In relation to the management of students who have made a malicious allegation against a member of staff, we would refer to the Child Protection and Safeguarding Policy and then manage the incident using the most appropriate sanction or intervention. This may involve consulting outside agencies to provide targeted support for the young person.

Use of the school detention system, Internal Isolation or the issuing of a Fixed Term Suspension will be managed in line with the school's formal procedures for these sanctions.

The use of the behaviour policy is closely monitored to ensure that the school is acting in accordance with relevant legislation (such as the Equality Act, 2010) and our Special Educational Needs and Disabilities Policy.

Appendix 6

Sixth Form Sanctions

The Sixth Form intervention and discipline process is issued and explained to all staff each year. The process involves a staged system, used by staff for both academic and pastoral matters.

In the first instance, class teachers must uphold the highest standards of expectations for quality of work and behaviour for learning. They must address this themselves if a student is not upholding the standards that are expected. They must make their Head of Learning aware that an initial concern has arisen. This is a stage 1 concern.

For more serious matters/repeat concerns, the Head of Learning will be required to intervene. This is a Stage 2 concern. The Head of Learning will intervene with the student to support their colleague.

Stage 3 (persistent concerns) involves Heads of Learning addressing the matter and liaising with Senior Tutors, so that the scale of the issue with a student can be considered.

Were a student to reach Stage 4 (serious concerns), this would mean that Senior Tutors, possibly with a Senior Leader, would be meeting with a student with their parents/carers, to discuss our concerns. Should Stage 5 be reached (persistent serious concerns), a student would have their place in the Sixth Form reviewed. The procedures are summarised in the diagram overleaf. As mentioned overleaf, the report card system may be used in the Sixth Form for students whose work and/or attitude to learning need close, regular monitoring, or where there may be attendance concerns. The report will be reviewed by the Senior Tutor who will also ensure that the Assistant/Deputy Headteacher also sees the report booklet for comment.

For poor attendance/punctuality, each half-term, an attendance report is produced. Students will be required to make up time lost due to lateness. This will take the form of a lunchtime detention with the Assistant/Deputy Headteacher. In addition, a loss of privilege may be deemed appropriate e.g. students may be required to attend a detention on a Wednesday afternoon.

On vary rare occasions, a student may be excluded. Only the Headteacher has the authority to exclude a student and this would only be in the case of serious behaviour/conduct issues or when a student has consistently failed to engage with their studies, despite all support and intervention strategies being used.

In the latter case, parents/carers should have been aware of the on-going issues for some time. In such cases, where the issue is a failure to engage with their studies, this would indicate that they are not suited to academic A Level study and therefore it would be necessary to review their place in the Sixth Form. Students are supported in the transition process, with relevant CEAIG, should this be the case. Given the Raising of the Participation Age, learners must now stay in education or training until their 18th birthday. The responsibility for this rests with the student, rather than the school, or their parent(s).

The Sixth Form intervention procedures are shown overleaf.

Clitheroe Royal Grammar School: Sixth Form Intervention Procedures

Stage 1

Initial Concern

Class teacher to inform their Head of Learning and deal with the matter, keeping their Head of Learning informed.

Stage 2

Repeat Concern

Head of Learning (HoL) to be informed.

Head of Learning to agree with class teacher the course of action e.g. HoL to speak to student/require attendance at a lunchtime session.

HoL to ensure this is recorded e.g. on a Dept Intervention log.

Stage 3

Persistent Concerns - further issues

Additional concerns. Head of Learning to address the matter and to liaise with Senior Tutor so that the scale of the issue can be considered.

E-mail to be sent, to Senior Tutor, by HoL, headed 'Sixth Form Concern: <Student name>' copy also to be sent to y12pastoral@crgs.org.uk or y13pastoral@crgs.org.uk

Consider support strategies e.g. library study in non-directed study periods, signing in with librarian, report card, parents to be informed by HoL or Senior Tutor, as agreed with the Senior Tutor.

Stage 4

Serious Concerns

Issue(s) have not been resolved. May involve more than one subject. Meeting with parents required. Senior Tutor & KLJ / HEA /GCL may attend as appropriate.

Senior Tutor to decide on monitoring. Report card is very likely to be issued.

Stage 5

Persistent Serious Concerns

At this point, given that a series of support strategies will have been attempted, a meeting will take place to review the student's progress and the suitability of their Study Programme.
Senior Tutor, KLJ / HEA / GCL & JMK

Appendix 7

Guidance to staff

A positive climate for learning where effort and achievement are celebrated and students are engaged in their learning should mean there is little need for sanctions. Students behave well when they are in a structured, purposeful environment with good pace, appropriate resources and the right level of challenge.

It is good practice to:

- Establish clear routines and expectations for all parts of the lesson, from entry to the classroom to group work and lesson endings
- Consider the classroom environment/layout and how this can be planned to best meet the needs of your subject and the learning
- Maintain an orderly classroom environment where resources are well managed and easily accessible
- Take the register quickly and efficiently, recording any late-comers or absentees
- Have clear learning objectives and desired learning outcomes for the lesson, communicating these to students in the most appropriate way
- Ensure you are planning for the needs of all learners by taking account of students' prior attainment and Student Support Plans (SSPs)
- Assess students' work regularly so that they are receiving ongoing feedback about their progress and areas for improvement
- Celebrate effort and success- both verbally and in written feedback
- Employ a range of teaching strategies to engage and enthuse students who will learn in many different ways
- Plan activities where students have to take responsibility for their own learning- working independently and in groups to achieve the lesson objectives
- Involve students in measuring their own progress through the use of Assessment for Learning strategies (such as self and peer assessment; setting individual targets/goals)
- Display all homework tasks on the board with a clear deadline, ensuring that students with SEND have sufficient time/support to record this in their planners
- Intervene quickly and at a low-level when any inappropriate behaviour occurs, "nipping it in the bud", before it is able to escalate or disrupt learning
- Ensure that students do not leave the classroom without your express permission
- Apply any sanctions to individuals whose behaviour is unacceptable, it is not appropriate to punish a whole class for the actions of individual students
- Keep it positive! Building rapport and positive relationships with students is crucial and will ensure that many difficulties will never be encountered. It is our role to encourage and support students to achieve their potential, in a safe, structured environment of mutual respect.

Appendix 8

Guidance for students at the Main School site

We expect students to adhere to the Code of Conduct and Classroom Expectations (the 'CRGS Way') at all times- before, during and after the school day.

These points provide additional guidance for students about their behaviour in and around the building:

1. For health and safety reasons, students should not be in the school building before 8am or after 4pm, without express permission from a member of staff. A responsible adult is available in the building during these times. Students arriving before 8.30am should wait in the school gym (Year 7) canteen (Year 8) Main Hall (Year 9 and 10) or Form Rooms (Year 11).
2. Students who are ill during school hours must report to the Main School office and must under no circumstances leave the school without first having spoken to office staff. Students should not contact home themselves.
3. Any student arriving late must report straight to the school office and sign in, providing a reason for their lateness.
4. Students should move around the building, avoiding congregating in cloakrooms, toilets or corridors. Where appropriate students must follow the One-Way system. If students have been directed to wait outside a classroom, they should line up in single file.
5. Food and drink should never be consumed or carried on corridors. Lunch may only be consumed in form rooms during designated examination periods at the direction of Senior Leaders
6. Students should spend break and lunchtime in the canteen, Gym, hall, ICT Room, Library, Nest or at an organised activity.
7. Money may not be collected by students or anything sold or distributed unless prior permission has been obtained from a senior member of staff.
8. Students should not take or borrow without permission, anything from school, lockers, pockets or person of any other student/member of staff. It is good advice to label all possessions, where possible. Returning lost items is far easier when the owner can be clearly identified. Students are strongly recommended to make good use of their locker for storage.
9. School is not responsible for any electrical or valuable items brought in by students. Any such items brought into school are done so at the student's own risk. Students are not permitted to plug any items into the school power supply. Large amounts of money should not, as a matter of course, be brought into school. If on occasion a student does need to bring in a large amount of money, this may be left in the school office for safekeeping.
10. Students should not interfere in any way with computer passwords and/or areas of other students or members of staff. They should take care with hardware and not remove any items of equipment. Students may not install their own software on the network. Misusing ICT facilities, such as interfering with other students' work, making inappropriate use of email/social networking or internet access is a serious disciplinary matter and will be dealt with accordingly
11. Students are reminded that we are a no-smoking school and smoking is forbidden on site. This includes the use / possession of e-cigarettes.
12. Dangerous or illegal substances are not permitted anywhere on the school site. This includes students possessing alcohol, illegal drugs or 'so-called' "legal highs" on school premises, transport or visits. Prescribed medication must only be used and managed in accordance with the CRGS Medicines Policy.

13. Mobile phones should be kept in bags. Only Year 9-11 are permitted to use mobile phones in school under staff supervision as part of a planned lesson.

Appendix 9

Clitheroe Royal Grammar School

Statement of Behaviour Principles

At Clitheroe Royal Grammar School we believe academic achievement alone does not make for a successful citizen in our global community.

Moreover, it is the moral, spiritual, cultural and social development which is central to the business of creating people who are responsible and fulfilled members of our world.

The following attitudes, qualities and skills are considered to be of particular importance for all members of our school community:

- Pride in following the 'CRGS Way'
- A growing sense of responsibility for one's own actions, and for the effect of one's actions upon others
- A deepening sense of commitment to the well-being of others in the wider community, locally, nationally, and globally
- A sense of respect and appreciation for the natural world, and an awareness of the interdependence of human life with other life forms
- A growing disposition towards generosity rather than selfishness, kindness to others, and a clear rejection of unkindness, cruelty, or bullying
- A sensitivity to the feelings and needs of those with whom one lives and works, a willingness to be of practical help in contributing to their well-being
- The development of a mature sense of self-confidence and self-worth, with a disposition to humility rather than arrogance
- Honesty, truthfulness, and the development of personal integrity
- A recognition of the right of others to hold their own views, and a respect for those who have different beliefs and customs. A rejection of all forms of prejudice on the basis of race, gender, class, sexual orientation, religion or disability
- A readiness to look beyond materialism
- A willingness to reflect upon and think critically about their experiences, opinions, choices and responses. A readiness to adapt, grow, and change
- A recognition that spiritual beliefs, moral values, and reflection on experience can give direction, shape and meaning to an individual's life
- A growing ability to cope with the experiences of suffering which human life naturally presents: anxiety, stress, illness, divorce, loss, death.
  Moral and spiritual development is an organic process affected by the whole range of a person's experiences. The school's role in this should therefore not be seen in isolation. Parents and family, activities and commitments outside school, and in some cases involvement in a particular religious faith will contribute in a variety of ways to a young person's development. Clitheroe Royal Grammar School is thoroughly committed to its role in this partnership.