



Behaviour Policy

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Borden Ethos & Expectations

- a. Good behaviour is a prerequisite for effective learning and personal development. It enables achievement and personal growth. We expect our whole community to follow this policy consistently, working collaboratively to maintain and improve behaviour.
- b. We aspire for all members of our community to live by the Principles of Public Life and to value such attributes as selflessness, honesty, accountability, openness, integrity, objectivity and leadership. We also expect our community to exhibit our Borden Values, which are ***Kind, Courageous, Creative, Respectful and Resilient***.
- c. Academic standards and achievement are central to our work. As a school we are committed to challenging and inspiring our students to achieve their personal aspirations, maximising the advantage that being a boys' grammar school can bring to our students, parents, local community and beyond.
- d. Schools have a duty to build and maintain an orderly and cohesive community. No well-behaved child should have his or her education or development harmed by the behaviour choices of others.

Borden Behaviour Policy Purpose

Our policy is designed to

- a. Set out how we will educate our students to develop the personal skills and discipline which build up an equitable, safe and happy community and serve them in future life.
- b. Provide protection to staff and students from harmful conduct by students of the school when off the school site.
- c. Provide reassurance to the public about our school's care for and control over pupils, both inside and outside school, thus protecting the reputation of the school.
- d. Act as a document of last resort. It codifies our expectations and may be used as a point of reference when opinions differ.
- e. Fulfil the trustee's duty of care to pupils and employees and will be enforced in accordance with trustee's responsibilities in equality legislation.
- f. Encompass the law relating to pupil behaviour as outlined in the Behaviour in Schools Advice (February 2024).

Where the Policy Applies

- a. This policy applies to any student on roll at the school
- b. Behaviour in Schools Advice (February 2024) supports the principle of school authority extending beyond the school to:
 - i. any off-site activity which is a continuation or extension of schooling such as a field trip or a school journey
 - ii. students wearing school uniform or otherwise identifiable as being a student at the school
 - iii. a student travelling to and from school or where a student behaves in such a way as to:
 - iv. have repercussions for the orderly running of the school,
 - v. pose a threat to another pupil or member of the public (in or out of school)
 - vi. adversely affect the reputation of the school
- c. Though we have little power in this area, we work hard to address harmful and abusive behaviour where this happens remotely using social media.
- d. This policy applies to all years, although implementation will differ in accordance with

students' ages.

Who is responsible for good behaviour?

- a. The first responsibility for good behaviour lies with the student.
 - i. While most children have an innate sense of right and wrong, of sharing and fair play, some find them harder lessons to learn. We explain our behaviour expectations clearly to students through our school's Behaviour Curriculum and uphold them consistently.
 - ii. Students have a responsibility to listen and respond properly to adults and to each other, accept sanctions, and use appropriate language at all times.
- b. We work in partnership with parents and carers to maintain good behaviour. Parents and carers have a responsibility to prepare their children appropriately for school and to support the school's behaviour policies. Parents and carers can expect the school to inform them of their expectations and behave fairly and reasonably in its application of this policy.
- c. Teachers have a responsibility to fairly and consistently manage behaviour in line with the schools' behaviour policy (Teacher's Standard 7). This includes;
 - i. having high expectations of behaviour, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - ii. having clear rules and routines for behaviour in classrooms and around the school, taking responsibility for promoting good and courteous behaviour.
 - iii. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them, as outlined in Pupil Profiles and Behaviour Support Plans.
 - iv. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- d. School staff are responsible for encouraging respect and promoting positive behaviour by modelling and reinforcing the behaviours they wish to see. They have a right to safe working conditions, clear guidelines, support and professional development on behaviour issues.
- e. Trustees have a responsibility to consult upon and uphold the agreed policy, and hear any complaints arising from it. The monitoring of the policy will be carried out by trustees and complaints are heard through the Complaints process (available on the school website)

What is good behaviour?

- a. At Borden we define good behaviour as that which reflects and promotes our Borden values of being Kind, Courageous, creative, Respectful and Resilient, whilst trying hard at everything we do. These apply to all pupils in their relationships with other pupils, school staff, visitors and others within and without the school premises. As well as this, our specific expectations for students are made clear as well as our additional expectations for 6th form students.
- b. The simplest basic requirement of good behaviour in a community is good manners. We expect young people to be pleasant and friendly, saying 'please' and 'thank you', addressing adults respectfully and showing consideration for others at all times.
- c. We expect our young people to show respect to others including those in authority and expect our young people to show respect to adults whether they know them or not.
- d. All adults should expect the Headteacher to provide safe and pleasant working conditions without any rude, threatening or abusive behaviour.

How do we maintain good behaviour?

- a. All teachers set their behaviour expectations at the start of the year and reinforce them regularly.
- b. We ensure that correct behaviour is modelled and taught throughout a student's time at the school through our Behaviour Curriculum. All students are reminded regularly about behaviour in assemblies, through termly Behaviour Curriculum sessions and daily interactions with tutors, teachers and the pastoral welfare team.
- c. We expect good behaviour as a norm at Borden and often recognise it through,
 - i. praise (given directly or via tutor/teacher)
 - ii. contacting home to give praise
 - iii. positive feedback in books
 - iv. reward positive points on Arbor
 - v. postcards, letters and phone calls to parents and carers
 - vi. praise in weekly assemblies
 - vii. celebration assemblies and school awards events
- d. The aim is always to de-escalate through employment of strategies referenced in the Borden behaviour escalation chart (**Appendix 2**) and to build positive working relationships with students. This will include carefully planned, challenging and engaging lessons, showing that students' work is valued, modelling and rewarding positive behaviour as well as following up on poor behaviour in an appropriate and timely manner.
- e. Where de-escalation is unsuccessful, the choice of which sanction to use, and when, will largely depend on the seriousness and repetition of the poor behaviour. Sanctions demonstrate the disapproval of the school and help deter other students from behaving similarly.
- f. Pupil Transition from Year 6 to Year 7, and Year 11 to Year 12, provides clear inductions to our behaviour systems, rules and routines. This is through induction days, assemblies and tutor time activities.
- g. Where students make a poor behaviour choice we have a range of responses. These responses may include (from least to most invasive);
 - i. redirecting the student, talking privately with them and offering guidance
 - ii. verbal reprimand
 - iii. time outside of the classroom for reflection
 - iv. contacting the tutor or head of year
 - v. contact with parents or carers
 - vi. restorative conversations between students or with staff members
 - vii. loss of privileges and imposition of tasks
 - viii. escalating detentions (from teacher to leadership group)
 - ix. department exit from one lesson to another
 - x. removal from a lesson for more extreme poor behaviour
 - xi. referral and/or report to a tutor, head of year, form group report or a member of the leadership team
 - xii. confiscation of an object that is a banned item or disrupting learning
 - xiii. referral to external agencies
 - xiv. internal exclusion
 - xv. fixed-term exclusion
 - xvi. a 'managed move' to another school
 - xvii. permanent exclusion

Supporting Behaviour Management for Staff

- a. The keys to good behaviour are high expectations, clear communication, consistency and brisk intervention. It is important that behaviour is managed as effectively as possible at the earliest level as possible.
- b. Teachers owe it to one another to enforce all of our rules: the more consistent we are, the easier behaviour is to manage. Behaviour is developed, improved and maintained by consistent application of clear and simple rules allied to high expectations.
- c. All staff will receive guidance detailing our expectations and will be trained in behaviour management as part of in-school training sessions throughout the year.
- d. Colleagues who wish to receive more behaviour training and support will be offered a personal programme which may include LG input, external courses or peer coaching. This is not part of any employment related procedures. All colleagues should feel enabled to request help and advice without inference of incompetence being drawn.
- e. Colleagues new to the school and early career teachers receive induction training which includes behaviour management. For ECTs this is followed-up by year-long input from Professional Tutors.
- f. We strive to ensure that behaviour advice and support given to teachers by colleagues is positive and supportive, enabling a teacher to build up his or her rapport with and control over a class. When intervention is necessary, colleagues will seek to work with the teacher involved so that he or she does not feel unsafe or undermined. If a skills deficit is identified in relation to particular newly-presenting issues, or classes, training and support will be offered to meet the need. This will be based on consultation with relevant staff about the issue so that it is clearly focused.
- g. Some classes present particular challenges which are identified quickly. While seeking to timetable children strategically, we work to identify extra resources where possible to support teachers facing particularly challenging groups. This might involve:
 - i. extra staffing (if available)
 - ii. planned department intervention or referrals to somewhere other than the class
 - iii. Head of Year or SEND support
 - iv. timetable alterations where possible
 - v. parental contact
 - vi. directed time meetings for teachers to share experiences and strategies
 - vii. referral of classes to LG for monitoring
- h. Subject leaders will make arrangements so that teachers are confident about being able to summon help or support with difficult children. This may include
 - i. departmental referral arrangements
 - ii. methods by which a teacher may summon help
 - iii. regular visits by other members of the department to offer support to particular groups
 - iv. planned LG intervention
- i. Form tutors play a major role in behaviour management by their consistent daily enforcement of rules early at the beginning and end of the day. It is vital to our success that form tutors reinforce punctuality, uniform, equipment and expectations as part of their pastoral role with their tutor group. Form Tutors are given clear instructions about their role and guidance at the start of the school year. Form tutors may also be required to monitor and support a student regarding their behaviour in school.
- j. Leadership Group members will be available during the day to check corridors and respond to immediate or planned requests. They will drop in to lessons to check that children are behaving according to expectations.
- k. Students sent out of lessons should expect to be questioned by LG and the teacher asked if the student should be returned to learn or removed

Child-on-child Sexual Violence & Harassment

- a. Following any report of child-on-child sexual violence or harassment, whether online or offline, we follow the safeguarding principles set out in KCSIE (particularly part 5).
- b. The Designated Safeguarding Lead should be informed and is best placed to advise on this behaviour.
- c. We are clear that sexual violence and harassment are never acceptable and will not be tolerated. It is not 'banter' or inevitable.
- d. Students who fall short of our expectations with regards to this may be sanctioned whilst other investigations by the police/children's social care are ongoing
- e. Victims will be reassured, taken seriously and kept safe regardless of how long it has taken them to come forward.

Intervention

- a. We try to intervene as early as possible to promote good behaviour, support students to make good decisions and prevent patterns of misbehaviour developing. This is supported by our Behaviour Intervention Flow Chart, which works alongside the Borden Inclusion Framework.
- b. We know that the economic and personal effects of underachievement at school are long-term so we will intervene to prevent a child making a poor behaviour choice or underachieving. This may include tutors, Heads of Year, the pastoral welfare team, the inclusion team, counsellors and a host of other agencies.
- c. The form tutor should be a main source of support for students through getting to know them and identifying when issues arise. If significant issues arise the form tutor will seek guidance from the head of year, SENCO or a member of the leadership group.
- d. Where misbehaviour is rooted in poor understanding of expectations, despite our Behaviour Curriculum, we will offer support, usually through our pastoral support or the SEN department.
- e. Developing good behaviour so that learning can flourish is our prime motivation in school and we will do whatever it takes to break cycles of bad behaviour and rehabilitate students. For example, we may change a child's classes and seek to end destructive friendship groups if it helps a student to behave better.
- f. When behaviour is caused by conflict between students, we may organise a restorative meeting between a staff member and a student, supported by the Leadership Group. This allows expectations and boundaries to be set for the future.

Detentions & Compulsory Extra Study

- a. Behaviour in Schools Advice (February 2024) outlines the law surrounding using detentions as sanctions.
- b. Schools are not required to inform parents or carers about detention and it is not the school's responsibility if the student chooses not to inform parents or carers.
- c. We will aim to inform parents or carers of any detentions longer than 30 minutes in advance of the detention or if the student travels via the school buses.
- d. If the student has deliberately missed the detention, more time or further sanctions will be added.
- e. The timing of a detention is non-negotiable. However, a parent may request a change with good reason.
- f. The school has a duty to help students achieve and to not fall into habits of work-

- avoidance which will affect their later lives. Therefore, we may identify young people who need extra support and may require them to stay at school later.
- g. The school makes the final decision about a sanction that applies in any situation and may do this without needing parental permission. We expect that parents and carers will support our structures but will always try our best to explain our reasons.
 - h. Should parents or carers wish to query or challenge the basis for any sanction, or disciplinary process they should;
 - i. provide new evidence about the incident in question and communicate with the teacher or tutor who has set the detention
 - ii. If unhappy with the response, they may ask the head of year or subject leader to assess the situation.
 - iii. If still unhappy with the response, they may ask the Assistant Headteacher in charge of Pastoral care to re-assess the incident and the evidence provided.
 - iv. Finally, they may use the school's Complaints Procedure, available on the website.

Partnership with Parents/Carers

- a. Parents and carers are pivotal in our success at Borden and we wish to work in partnership so that good behaviour taught in the home might be reinforced at school and vice-versa.
- b. Parents are provided with a copy of this behaviour policy and are expected to sign the home school agreement on enrolling at Borden (**Appendix 3**). We therefore expect parents to support teachers and uphold the school's discipline and authority, because children need to see unity and know boundaries in the adults who care for them.
- c. We will support parents or carers in their duty to ensure that children are well mannered and understand how to be polite and cooperative citizens.
- d. We ask that parents or carers maintain regular contact with us in school including providing absence notes, attending parents' evenings and liaising with tutors and teachers.
- e. We expect parents or carers to ensure that their children attend school regularly, wearing full uniform and are well equipped.
- f. We expect parents or carers to take responsibility for their children's activity out of school. In particular, we expect that parents will monitor internet activity so that students are not enabled to engage in bullying or harassment of other members of the school community through social networking sites.
- g. The school does not need parental consent to sanction a student and we do not negotiate behaviour expectations with parents. Experience has shown that parental support for a poorly behaved student increases the likelihood of the student being sanctioned again in the future for a similar misdemeanour. While an individual's needs may be taken into account, the same rules, expectations and benefits apply to all members of our community.
- h. While in our care, a child must obey our rules. Occasionally a parent or carer may instruct a child not to comply with our requirements. This undermines our authority and we ask parents to note that;

'The teacher has general authority over pupils for the purpose of securing their education and well-being and that of other pupils in the school and ensuring that they abide by the rules of conduct set by the school. This authority is not delegated by the parent, but derives from the teacher's position as a teacher. In matters relating to the school, this authority overrides that of the pupil's parent'. (Elton 1989).
- i. We know that for many young people adolescence is turbulent and sometimes parents and carers find their children's behaviour very hard to manage. We can offer support by directing

or referring parents to other specialist services.

- j. The decision about which school staff to involve in dealing with behaviour is made in school. Parents and carers may not refuse to see or work with a particular member of staff. Parents and carers may request but not demand to see particular staff, but the Headteacher will ultimately decide if that request will be met.

Expectations of Behaviour for Students with Additional Needs

- a. We abide by the SEND codes of practice 2014 and pride ourselves at Borden for having a high standard of pastoral care for all students. We believe all students, whatever their needs or background, can learn to behave appropriately, but that some may need additional support in order to achieve this.
- b. We believe in a trauma informed approach, considering behaviour as a form of communication and often use reflection to support students in behaving more appropriately.
- c. Whilst our standards of expectation for behaviour remain the same for all students, we will consider additional needs in how we choose to respond to that poor behaviour (through our Borden Inclusion Framework); both in approach and choice of sanction.
- d. In deciding how to sanction a student with additional needs, consideration will be given to how best to make clear to the student that their behaviour was unacceptable. This will be balanced against the impact of the behaviour, the public nature of the behaviour, and the message the school response sends to the wider community.
- e. Where we believe that poor behaviour may be the result of an additional need we may offer additional support such as;
 - i. counselling
 - ii. 'time out' cards
 - iii. catch up sessions
 - iv. engagement of external agencies
 - v. regular communication between students, staff, parents and other agencies is considered essential in these cases

Personal Possessions

- a. Many difficulties in school are caused by issues with students' personal possessions. If they are brought into school, they are solely the student's responsibility.
- b. Please see the mobile phone addendum for further guidance on mobile phones and related devices.

Prohibited and Banned Items

Prohibited Items

- a. **Prohibited items** are those which are illegal and never allowed in school:
 - i. Any weapon or replica weapon
 - ii. Alcohol
 - iii. Illegal drugs and drug paraphernalia
 - iv. Tobacco, smoking paraphernalia, vapes, nicotine pouches
 - v. Fireworks or bangers
 - vi. Material which is racist, pornographic or likely to incite violence (including AI)
 - vii. Any article or electronic device (including, but not limited to, a smartphone or

- similar) to which access has been reasonably requested and refused by the owner or person in possession or control, where a staff member has reason to believe the device has been used for, or contains evidence of:
- Committing an offence
 - Causing personal injury or harm to any person (including the pupil)
 - Causing damage to the property of any person (including the pupil)
 - Breaching the Behaviour Policy or Acceptable Use of IT Policy
- b. School staff can confiscate any **prohibited item** seen, or found as a result of a search.
- i. Items should be stored with a member of school leadership
 - ii. The item should not be returned to the student
 - iii. An assessment should be made regarding whether the item needs to be handed to another organisation (e.g. police)
 - iv. The item may be returned to the parent, dependent on staff judgement
- c. Electronic devices may be examined for evidence and, if necessary, data/files deleted (unless required by police).

Banned Items

- a. **Banned items** are those which have been banned by the school, and are never allowed in school:
- i. energy and fizzy drinks
 - ii. chewing gum
 - iii. mobile phones
 - iv. water pistols
 - v. medication that has not been registered with the office by parents
 - vi. food, items or clothing that may have a negative impact on student behaviour (at staff discretion)
 - vii. food or other items sold by students for personal gain
- b. School staff can confiscate any item seen, or found as the result of a search, that they consider harmful or detrimental to school discipline (including **banned items**). Once confiscated, these items should be:
- i. Stored safely (e.g. in the school office)
 - ii. Given back to the child at the end of the school day, or collected by the parent, dependent on staff judgement.

Searching & Screening

Please refer to our Searching and Screening Policy for further guidance

Physical Force

- a. Whilst the use of physical force is rare, we may legally use reasonable force to maintain safety. We are expected to use physical methods to restrain or protect students when we judge that to be necessary. Guidance on this is available on the Department for Education website (Use of Reasonable Force DFE July 2013).
- b. When physical force is used, a record will be kept and parents informed.
- c. Key staff have been trained in positive handling. We abide by Keeping Children Safe in Education 2023 with regards to the guidance in the use of restraint.

Investigation

- a. We will always investigate behaviour incidents where the facts do not readily present themselves.
- b. In serious cases, where there is the possibility of exclusion, we will take statements from students involved. Where possible or necessary, we will keep evidence confidential.
- c. Natural justice demands that we act correctly but we are not required to match standards of evidence in criminal law. It is usual for interpretations of events to differ between students, as well as between young people and adults. We are required to demonstrate that on a balance of probabilities our expectations have not been met.
- d. Our investigations may lead us to a judgement that a child is lying. Lying is not unusual while growing up, and testing boundaries is normal. Some children lie habitually or occasionally. We would ask parents to remember that when a child asserts that he or she is telling the truth that may also be a lie.
- e. There are times when an incident needs to be investigated before a decision about a sanction can be made. This may be because it is a concern that has been reported without direct evidence or because student accounts of an incident vary. In these instances, the following general procedure is followed:
 - i. Students concerned are asked to write an account
 - ii. Witnesses (students or staff) will be asked for an account. Where possible, neutral witnesses will be used.
 - iii. Staff investigating will ask questions to clarify sequencing, detail or any discrepancies.
 - iv. Mobile phone or CCTV footage of the area at the time may be reviewed.
 - v. A decision is made about the likely pattern of events based on the evidence.
- f. When an investigation has been completed, we try to make sure that students understand what was wrong with their behaviour so that they might better act in future.
- g. When opinions differ about an incident, our investigation or the justice of sanctions, parents may be tempted to canvas opinions or seek to gather evidence outside school. We reserve the right not to take such evidence into account when making a decision.
- h. When a member of staff's account of an incident differs from that of the student or students, it is likely that we will trust the adult's statement. It is not possible to maintain good order in a large community if professionals are not trusted. The consequences of a colleague deliberately seeking to mislead the Headteacher are clearly laid out in employment policies.
- i. Occasionally matters are referred to the police. We will inform parents or carers when this happens unless we are advised otherwise by the police, social services or other relevant professionals. Where a police investigation is underway, we will take advice as to whether we should carry out our own investigation, or whether that should wait until the police are finished before the school takes further action.

Internal Exclusion

Please refer to the separate 'Suspensions and Permanent Exclusions Policy'.

Fixed-Term Exclusion

Please refer to the separate 'Suspensions and Permanent Exclusions Policy'.

Removing a Student from the School Site

- a. Very occasionally we may ask for a student to be removed from the school site without receiving a fixed term exclusion. In accordance with our statutory responsibilities these are where:
 - i. a student is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction. In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community for that student to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
 - ii. For medical reasons (including mental health) a student's presence on the school site represents a serious risk to the health or safety of themselves, other students or school staff. In these circumstances a Headteacher may send the pupil home after consultation with the students' parents. This is not an exclusion.
 - iii. The student is given permission by the Headteacher and teacher in charge, or person authorised by them, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. The parent will be notified and the absence recorded. When making this decision, the child's age and vulnerability and the parent's availability, will be considered.
 - iv. where a student has refused to be searched or screened as referenced in point 1

Permanent Exclusion

Please refer to the separate 'Suspensions and Permanent Exclusions Policy'.

Malicious Allegations Against Staff

- a. We will assume that a member of staff has behaved reasonably unless it can be shown to the satisfaction of the Headteacher that this is not the case.
- b. We may exclude a pupil who has made a false allegation against a member of staff.
- c. We will not automatically suspend a member of staff against whom an allegation, including one of using unreasonable force, has been made, but will take advice from the Local Authority Designated Officer.
- d. We will ensure that members of staff against whom such an allegation has been made are supported sensitively in school. We expect colleagues' union representatives to become involved in such cases and we will work in partnership with them.

Allocating School Resources

- a. We undertake an annual review of the resources needed to ensure the success of this policy, including reviews of:
 - i. Staffing
 - ii. Training and Development
 - iii. Time provision
 - iv. Workload
 - v. Health & Safety record keeping - provision of administrative and record keeping

- system and monitoring arrangements (including use of ICT)
- vi. Curriculum review and alternative provision - Alternative education provisions for pupils, including the use of off-site provisions (where available)
- vii. Use of curriculum flexibility
- viii. On-site facilities where possible and appropriate (e.g. time out, access to learning support, counselling or mentoring)
- ix. Flexibly-timetabled schooling


Policy Monitoring & Links to Other Documents

- a. Trustees will monitor this policy regularly and it will be reviewed annually. Measurable outcomes and exclusions will be reported to Trustees.
- b. This policy should be read in conjunction with the following policies/documents:
 - i. Suspensions & Permanent Exclusions Policy
 - ii. Anti-bullying Policy
 - iii. Attendance Policy
 - iv. Homework Policy
 - v. Rewards and Sanctions
 - vi. Safeguarding & Child Protection Policy
 - vii. Screening, Searching & Handling Policy
 - viii. SEN Policy
 - ix. Teaching and Learning Handbook

Appendix 1 – Student Expectations

1. Attend school and lessons punctually and as frequently as possible and catch up on work missed when you are absent.
2. Work hard both in lessons and at home in line with your teachers' expectations and to the best of your ability.
3. Ensure that they adhere to the **"On Site, Out of Sight, On Silent/Off"** rule regarding mobile phones, unless express permission has been given by a teacher to use the mobile phone as a learning aid in a lesson.
4. Behave in a manner that supports learning for both yourself and others.
5. Treat all members of the school community with respect and in such a way that preserves the physical and mental wellbeing of others.
6. Ensure that your manner and actions uphold the positive reputation of the School while in school uniform, or otherwise representing the school.
7. Ensure that all buildings, resources and possessions of the school are maintained in the manner in which you found them.
8. Ensure that you wear your school uniform correctly and are properly equipped for school at all times.
9. Observe instructions given by all members of staff and via notices around the school.
10. Take responsibility for all possessions that are brought into school, remember that expensive/difficult to replace items are brought to school at the owner's risk and do not bring anything into school that is potentially dangerous or harmful to either anyone's health or ability to learn. The school accepts no responsibility for possessions that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.
11. Act as a responsible citizen within the school community – if there is a problem related to yourself, other members of our community, or our school, you should seek help or report the problem.

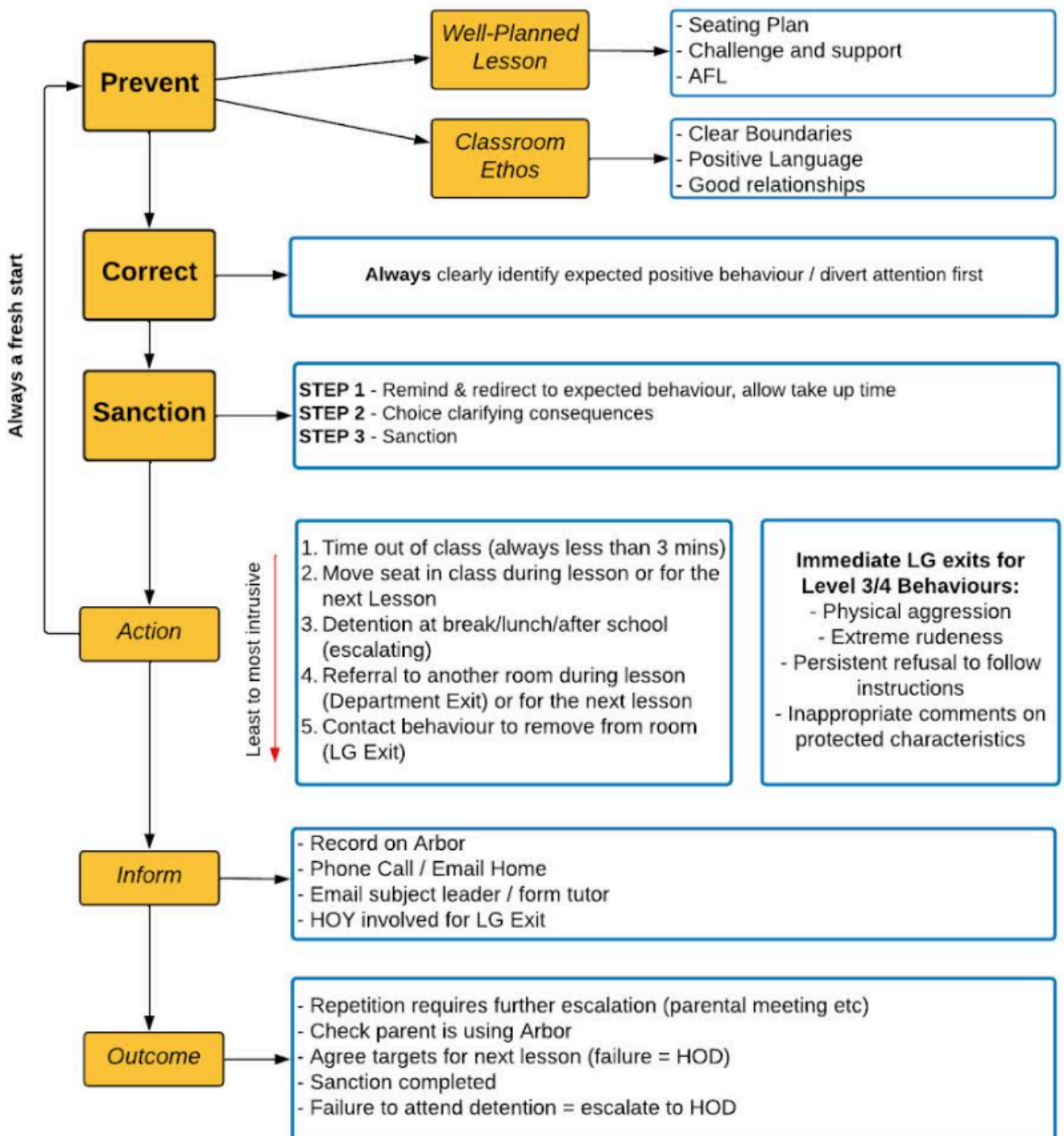
Appendix 2 – Classroom Escalation Chart



Borden Behaviour Management and Support

Teacher/Curriculum

Teacher action in class



Appendix 3 – Home School Agreement

We are required by the Government to have a Home-School agreement in place, but parents should be aware that it does not carry any legal or binding obligation. The below contains a set of principles to which all should feel able to agree.

PARENTS/GUARDIANS

I/WE SHALL TRY TO:

- a) see that my son attends school regularly, on time, appropriately dressed and properly equipped
- b) notify the school of reasons for my son's absence
- c) contact the school as soon as possible if anything occurs that might affect my son's work or behaviour
- d) give full support to the school's policy for good behaviour
- e) support my son in his homework particularly by providing working conditions that are conducive to learning
- f) attend consultation evenings arranged for parents
- g) support my son's involvement in school activities
- h) abide by the parent/carer code of conduct

BORDEN GRAMMAR SCHOOL

THE SCHOOL WILL TRY TO:

- a) provide a safe and happy environment for your son
- b) keep you informed about your son's progress and about general school matters
- c) help your son achieve his full potential making use of his varied abilities
- d) make sure your son is provided with a balanced curriculum best suited to his needs
- e) make your son feels a valued member of the school community
- f) provide support to your son, whether academic or personal

THE PUPIL

I SHALL TRY:

- a) to uphold the school values at all times
- b) never to be absent
- c) never to be late
- d) to wear the correct school uniform at, and travelling to and from, school
- e) to be properly equipped for all lessons
- f) to aim to produce the best possible classwork and homework
- g) to be well-behaved in school and outside school
- h) to help make the school a place where everyone feels safe and happy
- i) not to do anything that would reflect badly on my home, my school or myself

Appendix 4 – Sixth Form Expectations

In the Sixth Form at Borden Grammar we place a great emphasis on the importance of good conduct and committed learning behaviour of all Sixth Form students. The successful study of A-Levels requires an interest in the subjects chosen and full commitment on the part of the learner.

Furthermore, Sixth Form students are required to act as role models for the rest of the school. They should expect to be treated with respect and treat staff and fellow students in the same manner. In this way, it is hoped that all Sixth Form students can fulfil their academic potential with the support and collaboration of staff in the school.

Behaviour Expectations

- 96% attendance & 100% attendance to lessons when in school.
- Punctuality to registration and lessons – when leaving the school site students must sign out and sign back in.
- Responsible behaviour in and around the school, setting a positive example to younger students.
- Adherence to the expectations for Sixth Form students. Including the dress code published on the school website.
- Respect for all within the school community and the school buildings. Students are expected to respect the school environment and ensure that study areas remain litter free and are conducive to study.
- Make good use of independent study periods to support progress. Therefore, in these periods students are expected to actively study and display a positive work ethos.
- Complete work to an acceptable standard and to specified deadlines.

Interventions

Persistent failure to meet the expectations of Sixth Form students will trigger a number of interventions being put in place. These will include (in no particular order):

- Support at subject level, subject teacher/HoD
- Support interview with HoY/HoSF.
- Practical support to improve learning behaviour.
- Compulsory supervised study sessions after school.
- Withdrawal of privileges.
- Concern letter/email sent home.
- Contact with parents/carers.
- Meeting with parents/carers.
- Period of academic report.
- Meeting with the Headteacher.

Intervention Process

Concerns regarding the quality of work, including classwork and homework will initially be addressed by subject teachers and Head of Department.

If a student misses a lesson whilst present in school for no good reason, they will be issued with an after school catch up session from 3.15-4.30pm. Parents will be informed of after school catch up sessions in advance.

If there is a persistent issue within a certain subject there will be intervention from the Head of Year (HoY) or Head of Subject (HoS) and the student will move to stage one.

At each data collection point, student performance will be monitored by HoY/HoS. Interventions will be put in place for any student whose approach to learning is a cause for concern.

Stage One

The student will have a meeting with HoY/HoS. This meeting will focus on supporting the student and suitable measures will be put in place to improve the learning behaviours. The meeting will focus on any barriers to learning the student is experiencing and where possible will relate to the VESPA (Vision, Effort, Systems, Practice & Attitude) principles which are promoted in the Sixth Form. If there is little/no improvement in the students learning behaviours following this meeting then the student will move to Stage Two of the intervention process.

Stage Two

The student will attend a meeting with the HoY/HoS. Parents will be informed of the meeting and where appropriate may be invited in to attend the meeting. Barriers to learning will be discussed with possible solutions agreed. The student will be placed on a monitoring report for a minimum of 2 weeks in order for subject teachers to comment on the student's behaviour for learning. Should there be no improvement in learning behaviours following this period then the student will move to Stage Three of the intervention process.

Stage Three

The student, along with their parent/carer will attend a meeting with the HoY/HoS where the period of academic report will be reviewed. During the meeting, barriers to learning will be discussed and possible solutions agreed. The student will be required to attend compulsory study support sessions after school for a set period of time. Should their learning behaviours continue to fall below expectations following this period then the student will move to Stage Four of the intervention process.

Stage Four

The student, along with their parent/carer will be required to attend a formal meeting with the Headteacher and HoSF. At this meeting an alternative pathway discussion will take place, if the student's behaviour continues to fall below the school's expectations despite the support measures put in place then the Headteacher may consider a permanent exclusion from the Sixth Form.

Progress through the stages is at the discretion of HoY/ HoS. A student may return to a stage if it is deemed appropriate and the best course of action to support the students learning behaviours and academic progress