



North London Grammar School

Behaviour Policy

Date last reviewed	September 2022
Reviewed by	Mrs Lena Dhrona
Approved by	Mr. Adak, Headteacher
Next review due by	September 2023



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1. Rationale

- 1.1. North London Grammar School is a community in which mutual respect, and excellent discipline and behaviour are nurtured in order to create a whole school environment conducive to maximising an individual's learning potential.
- 1.2. It is the responsibility of all staff to ensure that all students of the school maintain excellent discipline and behaviour at all times.
- 1.3. Students play a key role in promoting excellent behaviour.
- 1.4. Parental support is paramount in promoting excellent behaviour in students.
- 1.5. This policy document offers a structured approach to behaviour management and applies to all students from KS3 to KS5.

2. Aims

- 2.1. To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, age, culture, faith, gender, ethnicity, sexual identity or gender identity.
- 2.2. To develop self-discipline, self-control and a sense of responsibility for the school and its environment.
- 2.3. To encourage members of the school to demonstrate respect and courtesy to one another, to visitors and the local community.
- 2.4. To ensure that students, parents and teachers understand the behaviour necessary for effective progress and achievement.
- 2.5. To ensure effective management of teaching and learning with well-organised classes to maximise achievement.
- 2.6. To promote ground rules of behaviour through the school's behaviour ladder which is to be complied with at all times (including on educational visits).
- 2.7. To ensure that students understand the consequences of disruption to learning or a breach of the Code of Conduct.
- 2.8. To ensure that staff apply the sanctions outlined in the behaviour ladder consistently.
- 2.9. To provide support for students who deliberately and persistently ignore or breach the Code of Conduct or disrupt learning.
- 2.10. To provide appropriate support for staff and parents in promoting pro-active behaviour management.
- 2.11. To develop good relations between all members of the school community and beyond by cultivating a culture of empathy and self-awareness.
- 2.12. To ensure that praise, encouragement and rewards are used effectively to promote achievement.



3. Procedures

3.1. The behaviour ladder sets out clear expectations of students. A rewards ladder promotes good behaviour, work and conduct. The rewards & behaviour ladders are made available to all staff, parents and students to promote excellent behaviour.

3.2. Procedures for application of these systems are the same as those applied in KS3 to KS5.

3.3. Responsibilities of staff in implementing procedures to ensure that excellent behaviour is maintained are outlined below:

3.3.1. Senior Leaders

- The Senior Leadership Team (SLT) will lead behaviour management and give support in its implementation.
- SLT will undertake quality control monitoring of departmental policies to ensure rigour and uniformity of sanctions and rewards.
- SLT will undertake work scrutiny and lesson observations to ensure effective implementation of the Behaviour Policy.

3.3.2. Keystage Leaders

- Keystage leaders will ensure that teachers carry out their responsibilities with regard to the Behaviour Policy. They monitor behaviour and the use of the Rewards & Behaviour system and support colleagues where necessary.
- Keystage Leaders will organise C4 detentions in line with the Behaviour Ladder. They will ensure that this is recorded on isams by 5.00pm on the day of the incident and ensure that parents are informed
- During Keystage meetings, discussions regarding Rewards and Behaviour in relation to the development of teaching and learning will take place on a regular basis.
- Schemes of work and individual lessons plans promote excellent behaviour and effective learning by including a variety of short term differentiated learning activities.

3.3.3. Teachers

- Teachers will differentiate all class work and homework appropriately to challenge students, progress learning and deter poor behaviour. They will provide a variety of tasks during lessons.
- Where appropriate, teachers will set regular, meaningful home learning tasks to support classroom learning. This must always be recorded in the student planner.
- Subject Teachers will organise subject C2 detentions in line with the behaviour ladder for students in Key Stage 3 to 5. They will ensure that this is recorded on isams by 5.00pm on the day of the incident and ensure that parents are informed.
- Teachers will give regular praise, encouragement and rewards in line with the Rewards Ladder.

Staff and students should arrive punctually to lessons



- Students should not enter teaching areas unless staff are present. Key Stage 3 and Key Stage 4 students should line up outside classrooms in an orderly, quiet manner.
- Regular classroom routines should be promoted – e.g. students enter the classroom, take out equipment, put bags away, wait quietly behind chairs to be greeted by the teacher and asked to sit.
- An attendance register must be taken within the first fifteen minutes of the lesson start time.

Lessons should commence promptly, with all students attentive.

- The following are examples of strategies that could be used to deal with any behaviour issues that arise in lessons:
 - Eye contact
 - Smiling and use student names to build a rapport
 - Verbal warning
 - Change of seat
 - Speaking quietly on a one to one basis when the rest of the class is working
 - Use of seating plan
 - Additional work
 - Use of student planners for notes to parents
 - Speaking to the student at the end of the lesson
- If a student chooses not to rectify their behaviour following the initial verbal warning or if they fail to comply with the behaviour ladder this will be recorded on isams.

Subject teacher are likely to use in the classroom include:

- C1 – Verbal warning e.g. for lack of equipment
- C2 – detention for continued C1 behaviour (for students in Key Stage 3 to 5)

It is the responsibility of the person issuing a sanction to record it on isams by 5.00pm on the day of the incident so that information can be shared with parents.

3.3.4. Form Tutors

- Form tutors celebrate success fortnightly
- Restorative work can take place for students that are receiving sanctions on a regular basis

3.3.5. Head of Year and Mentors

- Head of Year and Mentors will work together to:
 - Monitor and manage behaviour.
 - Organise C3 detentions and inform parents (with administrative support).
 - Refer students who receive repeated C3 detentions to the Head of Key Stage.
 - Manage students in isolation.



- Communicate with parents about interventions in order to build a relationship of trust and to improve outcomes for students. Inform parents of students receiving isolations that receiving persistent isolations puts them at risk of exclusion.
 - Set targets for students and review their progress in order to improve behaviour.
- Head of Year will ensure that form tutors carry out their responsibility to monitor students in their form and provide praise, support and interventions as required.
- If, following form tutor action, further misdemeanours occur or there are on-going concerns, the Key Stage Leaders may use any of the following strategies:
 - Letter home/phone call
 - Students is placed on report
 - A Pastoral Support Plan -
 - A further specified sanction
 - Parents invited in
- Internal and external support mechanisms are selected to meet individual student needs.
- Key Stage work with the SLT to resolve issues relating from serious breaches of the Code of Conduct.
- Major offences for example bullying, abuse of staff or drug related incidents may be directly referred to SLT.
- SLT and Heads of Keystage will monitor the behaviour of students in a year group and will advise when students should be excluded from school trips. All students are allowed to apply to attend any school trip, but may be excluded due to evidence of the following:
 - Anyone excluded from school for more than two days in the current or previous academic year.
 - Poor behaviour record – to be agreed with the SLT Head of Key Stage and the trip co-ordinator.
 - If parents arrive late to pick up their child from a school trip, the child may be excluded from future trips. A letter is be sent home to confirm this.
- Anyone at the Head Teacher’s discretion, in exceptional circumstances.

3.4. Procedures for the behaviour ladder :

3.4.1. Behaviour Ladder

- The consequences table in the appendix summarises the levels, gives examples of behaviour and indicates the consequences of failing to comply with the school Code of Conduct in Key Stages 3 and 4. The levels in the system are also outlined below:
 - C1 – Verbal warning
 - C2 – Detention up to twenty minutes
 - C3 – After school detention 40 mins HOY /yellow report



- C4 – After school detention 60 mins HOK hour/red report
- C5 – Internal exclusion
- C6 – Fixed term exclusion
- C7 – Permanent exclusion

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3.4.2. C3/C4 Detention Procedure

- Think sheets will be completed during detention, giving student the opportunity to reflect and learn from their actions
- Parents will be notified one day in advance for after school detentions in order for them to make arrangements to collect their child.

3.4.3. C5 Isolation

- The Key Stage Leader will telephone the parents and send a letter to explain the reason for the isolation.
- The Key Stage Leader will select a date for the isolation and notify teaching staff of the need to provide work for the day.
- At the start of the day of isolation the student is required to register with their form tutor and then report to the Key Stage Leader.
- Throughout the day the student will carry out work in isolation in locations organised by the Key Stage Leader or Mentors.
- At break and lunch time a student in isolation will not be permitted to mix with their peers. They will need to bring a packed lunch or they will be taken to the dining hall to buy food at a time different to their peers.
- Supervision will be organised by the Key Stage Leader.

3.5. Student Reports

A three-tier 'traffic light' system operates at North London Grammar School in order to monitor the progress of students who are causing concern, as identified by the Form Tutor, Curriculum leader, Head of Key Stage or Head Teacher

3.5.1. Green Report – used when a subject teacher has concerns about the lack of homework and classwork produced over a period of time although help was provided.

3.5.2. Yellow Report – significant concerns about student progress, attendance, punctuality and/or behaviour in a number of subject areas. Form Tutors and parents daily. Parents are advised of the nature of the report via letter and/or telephone. Copies of all correspondence should be placed on the student's file.

3.5.3. Red Report – very serious concerns about general attitude, in response to a serious behaviour issue, following a fixed period of exclusion and/or behaviour concerns in a number of areas. Parents are advised and the report monitored daily by a Keystage Leaders and parents. Failure to achieve a



positive report could result in immediate detention after school, a senior leadership detention, internal exclusion, or a fixed period of exclusion. Copies of the report should be placed on the student's file.

3.5.4. Serious Incidents

Serious incidents will be dealt with by the Deputy Headteacher

Parents will be informed, Sanctions that may be considered are:

- Fixed term exclusion
- A fixed term exclusion can be given for up to 45 days in one academic year.

Work MUST be set for the period of exclusion.

Parents are requested to attend an interview on the student's return from fixed term exclusion with the Key Stage Leader. A summary of the discussion should be relayed to the form tutor.

Red Report monitored by a Keystage Leader

- Isolation from peers at break/lunch and supervised
- Community Service around the school
- Set up a Pastoral Support Plan a

3.5.5. Permanent Exclusion

The Consequences Ladder in the appendix outlines the list of misdemeanours, which is non exhaustive, which the Governors feel could merit permanent exclusion, though each case will be dealt with on an individual basis:

- Racial harassment Sexual harassment Extremist behaviour
- Persistent bullying and intimidation Possession of illegal substances

Selling illegal substances

- Possession of articles which could be used as offensive weapons Theft by student of school property

Malicious damage to school property

- Conduct which brings the good name of the school into disrepute when travelling to and from school in uniform, or whilst representing the school in sporting events or as a member of a school party
- Persistent misbehaviour which over a period of time is disruptive to good order in the school and has a detrimental effect on the learning of other students
- Violent behaviour towards any member of the school. Other very serious issues

3.5.6 Investigation of Serious Incidents

3.5.7 Incidents such as fighting, bullying, theft, smoking, racism and vandalism are investigated and dealt with by the Head of Key Stage. Where possible a second member of staff should be present.



Any comments/questions should be focused on what has been reported. The outcome must not be pre-judged.

3.5.8. A written report is completed by the student as soon as possible after the incident has occurred, or where assistance is needed, a member of staff may write the report. This should then be read back to the student and written confirmation of the accuracy of the content obtained before it is signed and dated by the student.

3.5.9 Where necessary, a written report may be required from a member of staff. Incidents of racism must be logged in the racist incidents file held in the Head Teacher's office.

3.6. Searches must only be undertaken by a SLT and where possible, with a second person present. This can be done without prior parental consent.

3.7. For very serious incidents such as drug use, large-scale theft, possessing of offensive weapons or assault a second person is present from the start of the investigation, whose role could be to scribe comments and/or ask additional questions. Drug related incidents are reported directly to the member of SLT responsible for the Key Stage and the guidance of the Drugs Education Policy should be adhered to.

3.8. Serious accusations against members of staff should be reported immediately to the Head Teacher.

4. Monitoring

4.1. It is the responsibility of all staff to ensure that rewards and sanctions are consistently applied to all students.

4.2. Head of Department will undertake lesson observations, in line with the Lesson Observation Policy, to ensure effective lesson structuring and behaviour management.

4.3. Keystage Leaders will ensure that department Consequences are effectively and consistently used by colleagues.

4.4. Keystage Leaders will ensure that effective records are maintained of department reports and parental contact. The information will be placed on a student's file a

4.5. SLT will monitor the appropriate use and consistent issuing of Consequences.

4.6. A record of detentions and exclusions is kept on isams and summaries are provided to SLT on a half termly basis.



North London Grammar School

REWARDS POLICY

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1. Rationale

Students respond positively to praise and rewards. Teachers use praise and a variety of rewards to motivate students and to promote considerate, respectful, thoughtful, behaviour. Rewards encourage students of all ages and abilities. At North London Grammar School, the rewards policy is part of the school's strategy to encourage and reward high standards of achievement and effort. It reflects the school ethos, develops a sense of community and enhances students' self-esteem. This policy document offers a structured approach to rewards and applies to all students from KS3 to KS4. To ensure its success there must be:

- a) Consistency with other areas of School Policy, particularly Behaviour Assessment, Recording and Reporting Policy Equal Opportunities Teaching and Learning Policy
- b) Consistent application by all staff
- c) Effective monitoring by senior and middle leaders

2. Aims

- 2.1. To provide a structured system in which effort and behaviour can be recognised and rewarded.
- 2.2. To foster a culture in which staff regularly use praise and rewards to ensure students improve standards of work and behaviour.
- 2.3. To provide a system that is clearly understood and valued by students and consistently applied by staff.
- 2.4. To raise parental awareness of school life and the celebration of student achievement in a cohesive and consistent way and in line with the Rewards Ladder (using KSM, telephone, and text messages).
- 2.5. To provide a variety of rewards to recognise different levels of effort, behaviour and achievement, in line with the Rewards Ladder (see appendices)
- 2.6. To give a high profile to rewards using assemblies, notice boards, the school website, classroom displays and house board displays.
- 2.7. To provide students with valued documents as evidence of attainment and achievement.
- 2.8. To involve form teachers, Heads of Keys Stage and Mentors in celebrating the achievements of students in their form/year.

3. Procedures

3.1. Teachers give verbal praise and feedback during and at the end of lessons. This has a positive impact on students' self-esteem and gives them a sense of control over their own learning. Recognising achievement and explaining the next steps to improve learning contributes to effective 'assessment for learning'.

3.2. Merit Points are awarded for reasons specified on the Rewards ladder.



- It is the responsibility of the issuing member of staff to record the merit point in KSM on the day of issue.
- Students keep a record of the merit points they receive on the special 'Merit Point' pages of their Student Planner.
- Students are notified of how many house points they have accumulated on a weekly basis by form tutors.
- The number of house points received is shown on the front page of each half termly report to parents.

3.3. The Head of Key Stage together with the Pastoral Team organise the awarding of bronze, silver, gold and platinum Merit Point Certificates at the end of term

These are awarded for accumulated merit points in end of term assemblies:

3.4. The Head of Key Stage together with the Pastoral Team organise the awarding of bronze, silver, gold and platinum Merit Point Certificates at the end of term

3.5. Head Teacher's Commendations are awarded for

- A consistently good or better standard of work / engagement
- An outstanding single major piece of work/performance/contribution which may far exceed the expectation for the student concerned.

3.6. Attendance Certificates (years 7 – 13) are awarded to students whose attendance is above school target. Students who achieve 100 % attendance are entered into a school raffle and a prize is awarded for each year. The certificates have a value of 10 merit points when accruing house point totals.

3.7. House activities and events also accrue merit points that are dedicated directly to a House

3.8. A curriculum area "star pupil" is nominated every term, recognising effort or improved engagement/attainment in a subject.

4. Monitoring and Evaluation

4.1. Keystage Leaders monitor the number of house points issued and awards given each term. Fortnightly data for each year group will be generated through isams together with half termly summaries.

4.2. SLT monitor carefully the consistency with which teaching staff award merit points.

4.3. Assemblies play an important role in publicising the Rewards systems, and reflect the positive ethos of the school.