



# PUDSEY GRAMMAR SCHOOL

EST. 1905

Behaviour  
Policy

2026 onwards

The document encompasses the Behaviour policy which will be published on the school website but it also contains advice and guidance for staff regarding strategies and approaches which will support excellent behaviour management.

The purpose of this policy is to consistently reward students who are upholding the school's values and in doing so allows them to be recognised for the effort they make every day. Too often behaviour policies focus on negative behaviours and sanctions. Whilst it is important that schools have sanctions, too many can lead to an oppressive and negative atmosphere in a school which is corrosive for both students and staff.

### **The Ethos and Values of Our School**

Pudsey Grammar School is an inspirational and caring community of learning where everyone within it is developed and supported to achieve their very best. Our students leave with great resilience, wide ranging knowledge, and an excellent set of skills which allows them to lead a happy and fulfilling life. A culture of excellence across the entire school captivates students and results in them exceeding the high expectations which the school has embedded in previous years.

#### **Our Values:**

##### *Respect*

We show respect for ourselves, others and for people who are different from us. We show respect for the building, our local and wider environments. We are mutually respectful, treating others the way we want to be treated.

##### *Resilience*

We have a clear self-belief, determination and understand that making mistakes is a key part of learning. We know that the more effort we put in, the better we will become.

##### *Integrity*

We are trustworthy and honest, true to our word, and take responsibility for our actions.

##### *Compassion*

We care and are considerate towards others. We value kindness, empathy and understanding and have a strong desire to make the world a better place.

##### *Ambition*

We value educational achievement, have high expectations of ourselves and aim to be the best person we can. No matter how good we are, we always strive for improvement.

We want to create a positive climate for learning in our school. The school is committed to valuing all members of its community equally and achieves this by promoting an atmosphere of mutual respect. The school believes that all students are entitled to a broad and balanced curriculum and aims to provide a rich school

experience which will enable them to achieve their best and lay the foundation for confident, tolerant, active citizenship in our changing world.

This policy outlines the standards of behaviour the school expects of its students. As is the case with all the school's other policies, this policy is intended to support the aims of the school and promote a culture where students can realise their true potential.

### **The School's Moral Code**

Our moral code is based on the principle that we value every member of the school community. Learning and teaching are our core activities. As a result, we insist on a constructive partnership between staff, students and parents in which all parties can expect courtesy and respect. Bullying, sexism, sexual harassment, extremist or racist behaviour are not tolerated. We actively promote awareness of these issues through the curriculum, Personal, Social, Health and Citizenship Education lessons and our strong Student Support system. Most importantly, we give students advice on the strategies to counter these issues and also give them an excellent grounding in the core values which will allow them to make a valuable contribution to society.

We are firm in tackling any behaviour which we consider anti-social or inconsiderate.

### **Responsibilities**

We expect everyone associated with the school to uphold our values. In addition, we expect all students, staff, parents or carers to respect the feelings of others and to treat everyone as they would like to be treated.

#### Headteacher

- Devise, implement, monitor and review the Behaviour Policy
- Work with the Assistant Headteachers for Culture and Ethos, SEND and Inclusion, Personal Development, and the Directors of Safeguarding and other SLT colleagues to ensure the policy is effective and consistently applied

#### Assistant Headteacher (Culture and Ethos)

- To oversee the operational aspects of the Behaviour Policy
- To work with the Data Team to ensure that Form Tutors are given the necessary data
- To support staff training which underpins the Behaviour Policy
- To work with and support the Year Leaders on specific behavioural incidents

#### Assistant Headteacher (SEND and Inclusion)

- To ensure that students who are in inclusion have a high quality education and develop the skills to allow them to thrive in the main school
- To develop and expand our Inclusion provision
- To work with the Year Leaders to support students who are in Alternative Provision
- To monitor the impact of the Policy on SEND students
- To advise staff on reasonable adjustments to support SEND students

#### Assistant Headteacher (Personal Development)

- To ensure that the rewards system operates effectively
- To work with Year Leaders and Form Tutors to ensure we publicly celebrate student achievements

#### Director of Safeguarding

- To support the Year Leaders in ensuring that the policy is applied by staff in a compassionate manner where there are extenuating circumstances
- To ensure that the Pastoral Bulletin highlights those students where we are making reasonable adjustments to the policy
- To work with and support the Year Leaders on specific behavioural incident

#### Subject Leaders

- Subject Leaders have responsibility for the behaviour of students in their department
- Subject Leaders should approach the Director of Studies in the first instance if they would like to know more information about a student who is a cause for concern in their area. They may also wish to contact the Year Leader if the matter is pastoral
- They will take a pro-active approach in dealing with instances of poor behaviour
- They will actively support, advise and monitor colleagues who have challenging students
- They will use the data provided to them to ensure lesson removals are minimised due to staff having excellent classroom management skills
- Where staff need to improve their classroom management skills, Subject Leaders will work with appropriate colleagues to ensure that the required additional support is put in place

#### Year Leaders

- Year Leaders have responsibility for the behaviour of students during social times and when they are not in lessons
- Year Leaders will work with the DoS to put in place strategies to support students whose behaviour is not acceptable across multiple subject classes or subject areas.
- Liaise with the Subject Leader if they think that sanctions are not being applied consistently or in line with this policy. This concern should be passed to the Subject Leader to deal with, and the DoS should also be informed for information
- Communicate regularly with parents/carers of students who are causing concern with their behaviour
- Ensure that Subject Area staff are working with their Subject Leader in the first instance to address behavioural issues in their classrooms by providing high quality support within their subject area.

#### Directors of Studies

- Supports Subject Leaders to assist in maintaining high standards and with providing challenge to students in subject areas
- Support Form Tutors to ensure students across their Year Group get a consistent approach and that the Form Tutors are using the Form Tutor ATL card according to our policies
- Ensure that students are placed on a Director of Studies ATL daily report

if they fail their FT weekly report on more than *three* occasions across the academic year

- Attend parent/carer meetings to discuss students who are significant causes for concerns

#### Form Tutors,

- Build positive relationships with all students in their form group by getting to know them as individuals
- Will consistently monitor students ATLs, holding supportive conversations with students on a daily basis about improving their ATL in lessons and praising those students who are consistently getting it right.
- Place students whose ATL falls below 3 on to Form Tutor report
- Ensure that parents are informed when a student is on report
- Monitor the progress of students who are on Form Tutor report each day – providing praise and support as necessary
- Work with DoS and Year Leader where students fail to respond to Form Tutor report
- Ensure parents are contacted when a student successfully completes a Form Tutor report

#### Teachers and Support Staff

- Be responsible for ensuring a prompt start to lessons. (teachers only)
- Be good role models for students and peers.
- Apply the behaviour policy consistently, calmly and fairly
- Treat students and each other with respect
- Model the behaviours we want to see from our students
- Use verbal praise and encouragement
- If a sanction has been implemented staff must ensure that the matter is discussed briefly with the student before they return to the classroom (see Appendix A)
- Create and sustain a positive and supportive learning environment (teachers only)
- Ensure their lessons are engaging to minimise disruption (teachers only)
- Use their classroom management skills to encourage appropriate behaviour for learning which focusses on the behaviour not the person (teachers only)
- Continuously analyse and develop their behaviour management skills
- Work to develop positive relationships with students by modelling calm behaviour.
- Speak politely and calmly and respect everyone's personal space.
- Treat all members of the community equally and fairly and consistently.
- Where appropriate, challenge behaviour that does not meet the high standards expected in this policy.

#### Students

- Arrive on time every day
- Have the correct equipment and uniform on
- To show respect and courtesy to all members of staff
- To try their best in lessons
- Listen to staff instructions and adhere to them first time
- Respect everyone's personal space
- Speak to their Form Tutor, Year Leader or subject teacher in order to help resolve problems.

- Find a compromise and solutions rather than conflict.
- Listen to the views of others (as long as they are not of a prejudiced nature) and accept their right to hold those views.
- Respect the rights of others to be different.
- Move around the school in an orderly and safe manner.
- To uphold the school's reputation when wearing our uniform both in and outside of school

### **Caring for the building and environment**

We expect that all students will:

- respect the school building and property
- use the bins provided for litter
- not graffiti anywhere
- not deliberately damage any school property
- not misuse furniture

### **Parents and carers**

- Be good role models for all other members of the community.
- Ensure their child attends regularly and arrives on time.
- Treat our staff in a respectful manner at all times. The school has a zero- tolerance policy regarding abuse or harassment of staff and reserves the right to bar parents from the school site who persist in such behaviour or report them to the Police if it does not cease.
- Encourage students to show respect for members of the community and the environment.
- Ensure students wear the agreed school uniform and bring correct equipment.
- Support the school in modelling polite, calm and orderly behaviour
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Support the school's sanctions.
- Attend readmission meetings following a suspension
- Ensure that staff are given the 48 hours in our policy to respond to a parental concern (unless it is a safeguarding or child protection matter)

### **Creating a positive atmosphere**

It is the responsibility of all staff, not just teaching staff, to create and support a positive environment in the school. Our staff are role models for the students and they are expected to demonstrate the behaviours we want to see from our students.

All staff should:

- Develop an achievement culture of praise and rewards
- Be prepared to listen to students
- Behave in a calm, dignified but assertive manner
- Focus on the behaviour not the person
- Rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict
- Ensure that sanctions if needed are applied consistently and fairly

Classroom expectations of teachers

- Arrive before the class, meet the class outside (and use this to have any necessary restorative conversations) then follow the standard entrance procedures

- Take the register promptly and mark any student who arrive late on the register, ensure latecomers are set to work swiftly and with minimal fuss
- Use positive language to support and encourage students
- Follow the classroom steps in this Policy
- Circulate around the room and avoid sitting at the teacher's desk
- Establish and maintain a stimulating and tidy classroom environment
- Follow the school's classroom exit routines Classroom entry and exit routines

### Start of the day

Staff are expected to greet students on the gates and on the doors. The start of the day is also a good opportunity to assess if the student is in a good frame of mind for school. It is important that children feel welcomed into the school.

### The start of each lesson

It is essential that staff are at their classroom doors at the start of each lesson and are actively engaged in getting their own class in and settled and also ushering other students from open areas and on to their next lesson. Subject Leaders should ensure that their teams are supporting the effort to get students into lessons in an area in good time.

Entry routine	Exit routine
Students are greeted at the door and directed to their seating plan seat	Students pack away their equipment
Students get all the necessary equipment and bags under desks, ready to learn	Students stand behind their chairs in silence and check the room is tidy
Students complete the starter activity whilst the register is taken. Students respond to their name with 'Here or yes sir/miss'	Students are dismissed in an orderly manner (i.e. column by column or row by row)

At the start of a lesson, students should check their desk for any graffiti or damage to IT equipment and report it immediately to the teacher. At the end of the lesson teachers should perform a quick IT equipment check and also ensure that the classroom is in good order and any litter is put in the bin. This may involve the teacher circulating with the bin at the end to minimise student movement but also to indicate that tidying the classroom is a team effort.

### In Classroom Behaviour and ATL System

The vast majority of our students attend school every day, behave well and try their best in lessons. Our rewards system recognises this and allows students who are upholding our school values and working well in their lessons to achieve 136 ATL points each week.

4 ATL (Attitude to Learning) points are given to each student for being marked present in their lesson (Monday – Thursday there are 7 sessions a day including form, Friday 6 sessions). Students remain on 4 ATL points as long as they are trying hard with their work and not disrupting the learning of others, if students fail to attempt their work or behave in a way that disrupts the learning of others they will lose points. If a student reached an ATL score of 1 they will be removed from the classroom and issued 1 hour detention.

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Teaching staff can recognise excellence in lessons by awarding 5 students with an ATL 5 per lesson.

## In Class ATL Process

ATL score	Steps teachers must take	Scripted response to student
4	<p>All students arrive in the lesson with an ATL score of 4 and remain on this unless there are behavioural issues</p> <p>Latecomers in particular should be admitted with minimal fuss and asked at an appropriate point why they are late. Focus on the students who get it right but log the late arrival in the register. Three lates generates an automatic one hour detention.</p>	<p>After you take the register say <i>'That's great, you're all on ATL score of 4'</i></p>
3 First verbal warning (after settling to work)	<p>If a student is causing issues a verbal warning is given – logged on Arbor – and the student automatically loses an ATL point.</p> <p>Not every issue should result in a verbal warning. A reminder about expectations can suffice to get them settled.</p>	<p>Address the student by their name. <i>'You are now on ATL 3, I expect to see a change in your behaviour'</i> <i>'You are not following our school values. This is a verbal warning as you are not showing mutual respect'</i> <i>If you continue you after this you will be moved to an ATL of 2</i></p>
2 Second verbal warning. Moved within the classroom if possible	<p>If the student continues to behave in an unacceptable manner a second negative is logged and use the scripted response</p> <p>The teacher should move the student within the classroom if possible</p> <p>It may be appropriate to go outside of the classroom with the student to have a conversation with them at this point.</p> <p>The student should not be left on their own for more than a minute.</p>	<p>Address the student by their name. <i>'You are still failing to follow our values and expectations. You are now on an ATL score of 2.'</i></p> <p><i>If you continue your ATL score will move to 1 and you will be removed from the classroom.</i></p>
1 Removal to another room	<p>If the student still fails to improve their behaviour, log a behaviour incident – Removal from lesson - ATL - and on-call will come and remove the student</p> <p><i>Teaching staff to amend the ATL score to 1</i></p>	<p><i>On call is contacted to take the student to the removal room.</i> <i>'You are still failing to follow our values so you will now be removed to another classroom to work.'</i></p> <p>The teacher must provide appropriate work for the student to complete.</p>
0 Failed removal Minimum half day in isolation One hour detention	<p>If the student refuses the removal room or fails the removal they will be taken to isolation for the rest of the day (P1-3)</p> <p>Students who do this P4-6 will also sit the following morning in isolation</p> <p>Log – incident failed lesson removal and remove the final ATL point.</p> <p>If the student then refuses to leave the room the sanction will be increased with SLT involved</p>	<p><i>'You have failed to take the opportunity of a removal room so you will now be sent to isolation'</i></p>

### **Lesson Removal and Escalated Sanctions**

The school is committed to maintaining high standards of behaviour and ensuring that all students can learn in a calm, safe and purposeful environment, in line with the Department for Education's *Behaviour in Schools* guidance.

- Where a student is removed from two lessons in the same school day, a 90-minute detention will be issued for the following school day.
- If a student does not attend this 90 minute detention it will be upscaled to a full day isolation and a 90 minute detention to follow that isolation session

### **Lesson removals**

This system starts each half term and runs for the duration of the half term:

- 1<sup>st</sup> removal – classroom teacher speaks to the student before they come into the next lesson
- 2<sup>nd</sup> removal – classroom teacher speaks to student and calls parent/carer to inform them of the issues. This is logged on Arbor
- 3<sup>rd</sup> removal – Subject Leader speaks to student before next lesson, arranges in advance to move the students' next lesson into another class for one period and calls parent/carer to inform them. This is logged on Arbor
- 4<sup>th</sup> removal – Subject Leader speaks to student before next lesson, arranges in advance to move the students' next lesson into another class for two periods and calls parent/carer to inform them. This is logged on Arbor
- 5<sup>th</sup> removal – Subject Leader speaks to student before next lesson, arranges in advance to move the students' next lesson into another class for three periods and calls parent/carer to inform them. This is logged on Arbor
- Six removals in one subject in a half term = 2 days in isolation. SL arranges with Head of Year

In addition, any member of staff who removes a student must provide meaningful work which the student can complete independently in the removal room.

### **Classroom Interventions**

The best behaviour management relies on using the ATL process wisely to ensure that even when we are resorting to sanctions, the student understands why and that, despite their behaviour, our staff still care about them.

If a student is behaving in manner which is dangerous or completely unacceptable (i.e. if they swear at the member of staff), the member of staff would not go through the steps below but would go straight to the lesson removal. This is logged as Removal – Serious Incident, with a reason given.

### **Common consistent language in the classroom**

The teacher should indicate that they want everyone silent using a backwards count from three rather than simply trying to shout above a noisy classroom. When students are completing their starter the teacher should employ clear expectations using language such as: 'by the time I have completed the register I am expecting you to have completed the starter.'

Weekly ATL virtual report with Form Tutor

### Stage 1: Form Tutor Virtual Report

- Students are placed on a Virtual Form Tutor Report if they are removed **three times in one day** or **five times in one week**.
- The report begins on the **Monday of the following week**, based on removal data.
- On entry to the report, the form tutor sets a **60-minute detention** via Arbor using the 'log behaviour incident' function.
- Students removed three times in a day are automatically placed in **isolation** for the remainder of that day and a full-day equivalent.
- Parents are contacted every Monday with an update on progress, and this contact is logged on Arbor to ensure accountability.

#### Outcomes:

- If a student completes a week with three or fewer removals, they are removed from the Virtual Form Tutor Report, and parents are informed.
  - If a student does not successfully complete the card, a further **60-minute detention** is issued and the process is repeated the following week.
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### Stage 2: Director of Studies (DOS) Virtual Report

- If a student fails to complete the Form Tutor Virtual Report after **three attempts**, they progress to the **Director of Studies Virtual Report**.
- This stage lasts **four weeks**, allowing time for targeted intervention and support.
- The DOS arranges a **parental meeting** in line with school policy, sets clear expectations for improvement, and monitors weekly outcomes.
- Progress is logged as successful or unsuccessful on Arbor.

#### Outcomes:

- Successful completion results in the student being removed from the DOS Virtual Report.
  - If unsuccessful, further sanctions may be applied, including **isolation, off-site isolation, or suspension**, in line with school behaviour policy.
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### Monitoring and Review

- A weekly removal report is circulated every Monday to form tutors, highlighting students with five or more removals from the previous week.
- Form tutors and Directors of Studies use this data to ensure students are placed on the correct stage of the Virtual Form Tutor Report.
- Consistent recording on Arbor ensures transparency, data tracking, and accountability across all year groups.

This policy is subject to annual review to ensure it continues to meet the needs of students, parents, and staff, and that it remains aligned with the school's wider behaviour policy.

### Rewards

We want to transform how rewards are issued so that they automatically go to those students who earn them. In addition we will explore introducing heavily subsidised end of year rewards trips that students have to achieve the right to go on by gaining a certain number of points across the academic year. In Year 11 students will have to achieve a certain threshold to be permitted to go to our prom. We also want to acknowledge those students who go above and beyond our expectations in the following ways:

ATL points	Awarded for	Number of students/Frequency	Staff responsible for awarding
1	Upholding the school values of ambition or resilience in a lesson	Max of 5 students per class/every lesson	Teacher/TA
1	Completing homework to a high standard	Any student/each week	Teacher/TA
1	Attending an extra curricular club or participating in a House Competition	Any student/each week	All staff
1	Upholding the school values outside of lessons	Any student/Any time	All staff
10	Subject award	1 student per year group/Each term	Teaching staff

### Half termly rewards

Top 30 students in each year group per half term will receive a half termly reward. The student will receive postcard home given out in assembly and then a draw for a reward.

The deadline for half termly awards is the penultimate Friday of the half term. This allows the awards to be collated and certificates issued in assemblies during the final week. It also means that students are given their rewards points at the start of the last week of the half term and get their rewards before the holiday. This will be co-ordinated by the Assistant Headteacher for Personal Development.

### Students with a recognised chronic illness

We want to ensure that our system does not penalise those students who have a chronic illness which leads to a lower attendance rate. As a result, Directors of Study will ensure that prior to the end of each half term, a calculation is made for those students they select who have such a condition and that their ATL score is based on the sessions they have been able to attend.

### Late to school

A student who is late to school (i.e. arriving after 8.35am which is 5 minutes after the gates close) - will receive a late mark and a 1 hour detention for the next day. If there are extenuating circumstances regarding punctuality please inform the Year Leader.

### **Late to lessons**

If a student is late to their lesson, the teacher should get the student into the lesson with as little fuss as possible. The teacher should then ask the student at an appropriate point to establish the reason for their late arrival. If there is no valid reason, the teacher should press on call and the student will be taken to isolation for the rest of the day. In addition, if the student is late to P4-6 they will be taken to isolation but will also sit the following morning in isolation.

### **Lesson truancy**

If a student truants a lesson the teacher will log their absence. The sanction for students who truant a lesson is to spend the rest of the day in isolation. In addition, if the truancy is P4-6 then the student will also spend the following morning in isolation.

In addition, some students are co-ordinating their truancy with others via mobile phones or are simply filling their time with their phones. As a result an additional sanction of the student handing in their phone at the start of each day to their Year Leader for the next five days. The phone can be collected at the end of each day.

### **Failure to bring the correct equipment**

#### **Form Tutors**

Equipment will be checked each morning in Form. If students don't have the correct equipment they will be given this by their Form Tutor – this will not be logged as an incident.

Knowledge Organisers should be checked by Form Tutors every day. All students are expected to bring a bag to school. If a student is repeatedly failing to bring the correct equipment, their Form Tutor will discuss this with them to establish if there is any financial hardship in the family. If there is, the concerns will be passed on to the Year Leader who will contact finance to ensure the student is fully supported.

### **In Lessons**

Students failing to bring the correct equipment to lesson will be logged as an incident (this does not affect the ATL score for the lesson)

### **Eating and Drinking**

Eating is only allowed at break and lunch times in the cafeteria and playground. Students should not be eating at any time in the classroom.

If a student is eating in the classroom they will be asked to get rid of the food. A negative incident will be logged for this (x5 = 1hour detention). Students are allowed to drink water during lessons. They should fill bottles during social times only. Teachers will not give permission for students to leave lessons to fill water bottles. Energy drinks are not permitted in school. Any student bringing in an energy drink will have it confiscated and put in the bin. Student are encouraged to drink water through the day and in lessons. Chewing gum is also banned from the school site and will be confiscated if found on site.

### **Toilet breaks**

Students are expected to go to the toilet during social times and not during lessons. Class teachers will refuse permission to use the toilet during lessons unless it is a genuine emergency (using teacher's professional judgement).

The class teacher must sign the students' planner otherwise the student will be assumed to be truanting. If a student has a medical issue, they should present a doctor's note to the main office and will be given a toilet pass which will be valid for the duration of the condition.

If a member of staff gives a student permission to go to the toilet during a lesson the member of staff should ask the student to leave their phone on the teacher's desk whilst the student is out of the room.

Arbor will track the frequency of students who are given permission to leave lessons by a member of staff.

### **Time out passes**

As part of our new Behaviour Policy we will be reviewing the issuing and use of time out passes. One of our school values is resilience and allowing a significant minority of students to use these passes unsupervised does not uphold this value or instil resilience.

### **Water Bottles**

Students are allowed to drink water during lessons. They should fill bottles during social times only. Teachers will not give permission for students to leave lessons to fill water bottles.

### **Around School Behaviour**

#### **Responsibility card**

All student planners will contain pages with a responsibility card on it. The planners easily fit into a blazer pocket.

Students must carry their planners with them at all times.

Failure to do so (or refusal to hand over their card to staff) will result in a day in isolation. Staff members will log refusal to handover responsibility card on Arbor as an incident.

Responsibility Cards will be signed by members of staff around the school building if students conduct outside of lessons does not meet our expectations. Responsibility Cards will be signed for (this is not an exhaustive list): -

- Running in the corridors
- Play fighting
- Littering
- Swearing
- Leaning over or shouting over the balconies
- Infringements of the uniform policy such as shirts not tucked in\*
- No tie / no blazer\*

\*The exception to this is a lunchtime if students are playing football or outside of the building

Staff should sign and date the card with the minimal fuss and with a brief description of the reason. If the member of staff is signing the card for the 5<sup>th</sup> time they will log an incident which will assign a one hour detention for the student at the next available opportunity.

If the student refuses to hand over their planner or has lost it the member of staff should ask them for their name and report it to the Year Leader. Failure to

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provide their name will result in a half day session in isolation for defiance.

For serious behaviour incidents around school these should be logged on Arbor and a sanction will be set

- Walking away from any member of staff\* – a day in isolation
- Defiance – 1hr detention
- Out of bounds – 1hr detention
- Verbal abuse to staff – assessed on an individual basis

\*please see next section regarding how to deal with this

### **Walking away from a member of staff**

We want to eradicate this for three reasons. Firstly when a member of staff asks to have a word with a student, walking off is an extremely public display of defiance. The second reason is that the member of staff's message is easier to convey without an audience of their peers watching or listening. The third reason is that the matter can often easily be resolved by the student going with the member of staff.

To ensure all staff are supported and treated in a respectful manner, if student walks away the student will be placed in isolation. Before it gets to this point the member of staff should follow this process:

- Ask the student politely and calmly to come with them to talk it through
- If the student refuses or walks away inform them that the matter becomes extremely serious if they choose to walk off
- If they continue to walk away the member of staff should inform the relevant Year Leader about the issue and the Year Leader must issue a full day in isolation

### **Corridor behaviour**

Students are expected to walk with the minimal fuss to their lessons. Care should be taken not to disturb teaching and learning which may be taking place. Students should not hang over the balconies or shout down to students on other floor – responsibility cards should be signed if students are doing this.

Students should not use their mobile phones between lessons, if students are on their phone in between lessons it will be confiscated. The same applies for air pods or headphones.

### **One way system on the central staircase**

To avoid over congestion in the building students should follow the one way system, meaning the central staircase should only be used for going upstairs. The end staircases – outside art / technology and in the stairwell can be used for travelling down.

If students fail to follow the one way system their responsibility card should be signed.

### **Uniform**

Current uniform guidance can be found on the school website at:

<https://www.pudseygrammar.co.uk/for-parents-carers/uniform-and-equipment/>

Students not wearing the correct uniform will be asked to wear some of the school's own supplies, if available. If students refuse to do so, this will result in them being kept in isolation until the end of the school day and they have the

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correct uniform.

Students without a tie will be given a loan of one (if available). Uniform infringements are logged on Arbor. The same principle applies to students who do not present themselves in line with presentation expectations (e.g. with extreme hairstyles, dyes, excessive make-up, false nails, or facial piercings).

If any family requires financial assistance to support with uniform, they should contact the Year Leader. We want to help as much as we can. The school also provides a pre-loved online uniform shop over the summer to support families and re-use good quality uniform which no longer fits.

If a student has to borrow uniform on three occasions for no justifiable reason in any half term they will be put into isolation for a day.

### **Coats**

Students are not permitted to wear their coats in carpeted areas of the school. Coats should be left in the students' locker. Students can take them during break and lunchtime but must return them to their lockers before returning to their lockers. It is the students responsibility to do this in time to ensure they are not late for their lesson.

### **Mobile Phones and Electronic Devices**

Please see our Mobile Phone Policy for details via this link:

<https://www.pudseygrammar.co.uk/key-information/school-policies/>

### **Smart watch policy**

We recommend that parents do not allow their child to bring a smartwatch to school as it can be easily lost. If a child does have a smartwatch it must be set to 'school mode' by parents so that it cannot be used apart from to check the time outside of the lesson during school hours Monday to Friday. (All classrooms have a clock so there is no need for students to check the time on a smartwatch. Instructions on how to do this vary for each smartwatch.

If a smartwatch is used in lessons the teacher will confiscate it in the same way a phone is confiscated.

### **Social Times**

#### **Break and lunchtime expectations**

Students should conduct themselves in an orderly manner treating both duty and catering staff with respect. Students should not attempt to enter into areas of the school which are out of bounds during either break or lunchtime. Any student caught doing so will be issued with a 1 hour detention.

Behaviour in the Dining Hall: -

- Students must not run in the dining hall.
- Students are expected to queue in a sensible manner.
- Students should put all litter in the bins provided and scrape their plates before putting them on the counter.
- Plates of food are not permitted outside of the dining hall. Pasta pots are allowed to be taken outside.

We have a limited playground area, so it is important that students ensure they conduct themselves in a manner which is considerate to other students.

Behaviour Policy 2025 onwards

Footballs should be kept below head height and any student deliberately disobeying staff instructions will be asked to leave the playground and have their responsibility card signed.

### **Staff on duty**

#### **Breaks/lunchtimes**

The expectation is that duty staff will be vigilant at break and lunchtime but that they will also use their duty as an opportunity to engage in a positive way with students. A cornerstone of good conduct is good relationships with students. Talking to students when on duty is a good way of maintaining and growing these relationships. At the end of each break or lunchtime, staff are expected to usher students on into their next lesson.

### **One way systems on the stairs**

The central staircase is up only. The staircases at either end of the main teaching part of the building are two way as are all other stairs. Students and staff are asked to walk on the lefthand side when using stairs.

### **Illegal Substances**

#### **Tobacco and vapes**

It is illegal for anyone under the age of 18 to purchase tobacco or vapes. Students are not permitted to bring these items onto the school site. If a student is found in possession of these items, they will be confiscated, and a sanction put in place (see separate anti-smoking policy).

### **Drugs Policy**

Pudsey Grammar School has a zero tolerance policy toward illegal drugs. We are committed to ensuring that the school will be and will remain an environment entirely free from illegal drugs, substances intended to resemble drugs and the 'culture' of drugs.

A breach of this policy by any student will be regarded as a very serious disciplinary matter. Possession of use of an illegal drug by any student will result in immediate referral to the Police. This policy will be supported by a comprehensive programme of education through our PSHE curriculum.

### **Drug Testing Policy**

The School Governors support the use of non-invasive drugs testing of students in particular circumstances which include:

1. Where the school suspects that a student may be taking drugs. These concerns are relayed to parents and an offer of a drugs test made.
2. Where parents suspect that their child might be using drugs. In these cases the offer of a drugs test is made to support the parents.
3. Where a student had been excluded for a drugs-related offence. In this situation parents are informed that the school will propose a drugs test of their child on a random half-termly basis. Knowledge of an upcoming drugs test would act as a deterrent value and supports the student in not regressing.

### **Sanctions**

#### **Detentions**

A one hour detention is given for the following reasons: -

- Full Responsibility card

Behaviour Policy 2025 onwards

- 3 x late to school
- Being placed on Form Tutor ATL report
- Failing Form Tutor ATL report
- 5 x lack of equipment
- Missed KS4 homework
- Out of bounds at break or lunch time
- Disrupting the learning of another class –i.e. banging on a classroom window or door when there is a lesson taking place

*This is not an exhaustive list and detentions can be set for other behaviours following investigation by staff*

### **Extended (90 minute) Detentions**

Students who fail to attend their 1 hour detention will be issued with a 1.5 hour detention on the next day. Wherever possible, their Period 6 teacher will escort them to the detention room. If the student runs off they will be taken to isolation for the following day and then they will do the 90 minutes detention that evening. Failure to attend a 1.5 hour detention will result in the next day in isolation and completion of the original 1.5 hour detention the same day.

### **Detention and Offsite Isolation Policy**

#### **Detention Non-Compliance**

- If a student refuses to attend a 90-minute detention on **three occasions within a half term**, they will be required to complete **one day of offsite isolation** at a partner school.
- Students will not be permitted to return to Pudsey Grammar School until the offsite isolation has been completed.

#### **Repeated Refusal**

- If a student refuses to attend a 90-minute detention on **six occasions within a half term**, they will be required to complete **two days of offsite isolation** at a partner school.
- Students will not be permitted to return to Pudsey Grammar School until the offsite isolation has been completed.

#### **Fresh Start Provision**

- Once a student has completed the required offsite isolation, they will be granted a **“fresh start.”**
- All previous isolations for that week will be removed to allow the student an opportunity to reset their behaviour expectations.

#### **Refusal of School Isolation**

If a student refuses the school isolation as a sanction we can request that student sits the isolation at another school (offsite) as part of the sanction either after a suspension has happened or as an alternative to our isolation.

#### **Suspension**

In serious cases the school may suspend students for a fixed term if their conduct is deemed to be unacceptable. The decision to exclude a student may be taken when it is judged that allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school.

Suspension is a serious sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who are acting in that role). We will always contact parents to inform them that their child has been excluded.

Behaviour Policy 2025 onwards

In the rare cases where a student's behaviour is such that they must be taken home before the end of the school day by their parents, we will always contact parents first to organise this and this time would be recorded as a part of their exclusion.

The following list gives an indication of the type of behaviour which could result in a fixed term exclusion:

- verbal abuse of a member of staff
- serious and persistent bullying of another student
- using racist language
- malicious damage to property
- violent conduct towards another student
- theft
- possession of illegal drugs
- persistent defiance of staff
- sexual misconduct (see p16)
- misuse of the fire alarm
- actions outside of the school which are deemed to have brought the school's name into disrepute
- attempted arson
- vandalism of school equipment and property
- misuse of computer equipment or social networking sites to threaten, bully, harass, slander or cause distress to other students or staff
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour

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

As re-integration of an suspended student is an important process it is expected that parents will attend the re-integration meeting to discuss the support strategies which will be put in place.

If the incident involves serious verbal abuse of a member of staff, the Year Leader will arrange and facilitate a restorative meeting with the student and the member of staff. The purpose of this meeting is not to go over old ground, to extract an apology or further punish the student. It is to allow the member of staff to express the consequences of the students action and for the student to understand that whilst their behaviour was completely unacceptable, a line has been drawn under the incident and both student and member of staff can move on.

### **Permanent exclusion**

This is a sanction which is rarely used. It is the final step in our disciplinary process. There are two categories where permanent exclusion would be considered.

The first category would be cases where a student has been persistently disruptive over a period of time and a wide range of strategies have been tried without success. It is an acknowledgement that the school has exhausted all available strategies for supporting a student.

In addition, there are occasions where a first or 'one-off' incident would be so serious that the school would consider permanent exclusion. Examples of these incidents would be:

Behaviour Policy 2025 onwards

- actual or threatened serious violence towards another pupil or member of staff
- supplying an illegal drug
- arson
- sexual abuse or assault
- carrying an offensive weapons\*

\*Offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.”

The school will consider Police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School.

## **Health and Safety**

### **Responsibilities of students**

All students are expected to exercise personal responsibility for the safety of themselves and their fellow students. In particular students:

- Must obey all the safety rules of the school and in particular the instructions of staff in the event of an emergency.
- Must not wilfully misuse or interfere with items or systems provided for safety purposes such as fire alarms or extinguishers
- Must not bring into school any item which might constitute a threat or danger to other students or staff.

A breach of this policy by any student will be regarded as a very serious disciplinary matter.

The school reserves the right to decide whether any prohibited items that are found in student's possession is returned to the parents/carers, discarded by the school or handed over to the Police.

### **Bullying, discrimination and sexual harassment**

Pudsey Grammar School takes a zero-tolerance position towards bullying, prejudice, discrimination and sexual harassment.

Bullying can be defined as:

- Deliberately hurtful behaviour
- Repeated incidents, often over a period of time
- Situations where it is difficult for those being bullied to defend themselves against what is happening.

It can take different forms, such as physical, verbal, indirect (such as spreading hurtful rumours) and cyber bullying. In all cases incidents will be investigated properly and serious sanctions imposed where necessary. In all cases, efforts will be made to support the “victims” and, on top of sanctions imposed, educating the perpetrator to make them fully aware of the impact of their hurtful behaviour.

### **Hate incidents**

A hate incident can be defined as, "any non-crime incident which is perceived by the victim or any other person, to be motivated by a hostility or prejudice" (National Policing Hate Crime Strategy).

Behaviour Policy 2025 onwards

This could include incidents related to a person's:

- Ethnicity/nationality
- Faith
- Sexual orientation
- Gender identity
- Disability/SEN

Hate incidents can consist of verbal abuse, insults, detrimental comments, abusive language, gestures, comments on social networking and “jokes” or “banter” focused upon the protected characteristics. We want to tackle any incidents like this quickly and will deal with incidents in the same way we approach bullying. Incidents will be dealt with on a case-by-case basis and judged in relation to their severity.

A hate crime is legally defined as: ‘Any criminal offence which is perceived by the victim or any other person, to be motivated by a hostility or prejudice’ (ACPO 2005 definition) 2.3.2. A hate crime should be reported directly to the Police.

### **Sexual violence/harassment**

There is a zero tolerance approach to sexual violence and sexual harassment in our school. This type of behaviour is never acceptable and it will not be tolerated. It is not an inevitable part of growing up.

### **Sexual violence**

Sexual violence can be defined as: rape, assault by penetration, sexual assault. Each are crimes under the 2003 Sexual Offences Act.

Any suspected cases of sexual violence should be reported to the Police and the school. Please notify the relevant Year Leader.

### **Sexual harassment**

For the purpose of this policy, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

- Whilst not intended to be an exhaustive list, sexual harassment can include: sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting; physical behaviour, such as: deliberating brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.

Cases of reported sexual harassment will be taken very seriously and dealt with on a case by case basis in line with our safeguarding procedures. All concerns will be reported, investigated, recorded and managed in line with our child protection procedures. The school may apply a full range of sanctions in relation to incidents of sexual harassment. Additionally, any perpetrators will be educated on their behaviour to ensure they fully understand the impact of their

Behaviour Policy 2025 onwards  
behaviour.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting).

All students who have been subjected to abuse will be made to feel listened to, safe, and supported. We address all these issues through our PSHE and assembly curriculum. We want to educate our students about the issues to help create a tolerant, inclusive, harmonious school culture where all students feel accepted and valued. We also want students/parents to be able to raise issues we can deal with them in line with our child protection procedures.

Please note, in cases where allegations of sexual violence and/or harassment are found to be deliberately invented or malicious, a sanction will be put in place as the impact of such allegations can be very harmful.

**Mark McKelvie**  
**Headteacher**

**Appendix**

*These ideas were contributed by PGS staff during our behaviour training session. Thanks to everyone who suggested phrases and ideas that colleagues could use in their own practice.*

	Examples of Language
Non-verbal signals	<p>Avoid interruptions to teaching by using non-verbal cues.</p> <ul style="list-style-type: none"> <li>• Tap on table/Tap on tasks to draw attention to work</li> <li>• Stand near to a student to help moderate behaviour or encourage work</li> <li>• Shaking head</li> <li>• 'Mime' the taking off of a coat</li> <li>• Make eye contact – raise eyebrows questioningly</li> <li>• Stop and smile at student who is talking when you are</li> <li>• Raised a hand for silence</li> <li>• Waiting for silence – looking at watch</li> <li>• Taking the bin to a student and expecting the disposal of chewing gum</li> <li>• An open palmed hand forward – stop swinging on the chair</li> <li>• Clap twice for silence</li> <li>• Gesture that you want a student to turn around – rotating finger</li> <li>• Thumbs up to indicate positive feedback or gratitude for compliance</li> <li>• Smiling to show approval for work well done</li> </ul>
Language of choice	<p>Give students the opportunity to choose a positive outcome and avoid confrontation.</p> <ul style="list-style-type: none"> <li>• Team choice up with take up time – give students an option and then walk away</li> <li>• Put the positive choice last so that students remember it</li> <li>• “If you aren’t going to sit there you can sit here”</li> <li>• “What should you be doing right now? And what will happen if you don’t do what you are being asked?”</li> <li>• “Do you need help from your partner or from me?”</li> <li>• “Move seats or move to my desk”</li> <li>• “You can either use the sentence starters or choose your own”</li> <li>• “Can you put it in the bin or in your bag. It just needs to be off your desk.”</li> <li>• “Would you like to make a start or do you need help getting started?”</li> <li>• “Is this a really important question or can you ask me later?”</li> <li>• Link actions to consequences, ‘If you continue to X then I’ll have no choice but to Y.’</li> </ul>
Take up time	<p>Allow a little time for students to respond to instructions.</p> <ul style="list-style-type: none"> <li>• A minute to decide to do the right thing, e.g. right seat, equipment out</li> <li>• After a warning, give some thinking time then follow up with a quiet conversation</li> <li>• Frame settling around the register. “You have the time it takes for me to complete register to get equipment out/complete starter”</li> <li>• “You have the time it takes for me to speak to .... to complete....”</li> </ul>

	<ul style="list-style-type: none"> <li>• “Autumn, take your coat off” / “Lila get your pen out” – “I’m going to do the register”, then follow up</li> <li>• “Could you use some of the sentence starters to begin your response and then I’ll come and see how you are getting on”</li> <li>• “I’ll give you a minute to read the instructions and come back to you”</li> <li>• Be specific with time limits. “Could you ensure you have checked through your work and have the extract in front of you in 2 minutes” “I’m going to come back in 2 minutes and see how you are getting on”</li> <li>• “Is X seconds enough time to get X fixed? No, how about 1 minute but no longer”</li> <li>• “Can you...I will come back...”</li> <li>• Countdown the time remaining for students to achieve expectations or be aware of the teacher’s desire/intentions</li> <li>• “I am going to ask John to hand out the books, you can change into your correct footwear whilst he does that and I’ll come back to you”</li> <li>• Once an instruction is given, i.e. needs to go to isolation. Perhaps best to use this in a quiet conversation with the student. “I’m going to give you a couple of minutes to think about consequences and ask you again”</li> </ul>
<p>Acknowledgement</p>	<p>Recognise a student’s justification for their behaviour and then direct them to what you want them to do.</p> <ul style="list-style-type: none"> <li>• Giving benefit of the doubt. For example - rubbish under the table “it might not be yours”</li> <li>• “I appreciate that you might.... but can we now....”</li> <li>• “Maybe you weren’t turning around, but I’d like you to get on with your work now”</li> <li>• “Archie, I can see you are getting irritated so I’d like you to take a minute outside”</li> <li>• “I appreciate lunch was exciting but can we now focus on the lesson”</li> <li>• “Maybe you weren’t but I’d like you to listen now (somebody talking inappropriately)</li> <li>• “Maybe you weren’t but I’d like you to sit on all four legs” (somebody swinging on chair)</li> <li>• “Maybe you weren’t but thank you for stopping (noises/tapping)</li> <li>• “I can tell you’ve had a bad day but here’s a chance to get it right”</li> <li>• “I can see that/appreciate that, but...”</li> <li>• “Maybe you didn’t drop it but thank you for picking it up anyway”</li> <li>• “You might have been talking about the work but now you need to focus”</li> <li>• “Thank you for helping but it’s my job so I’ll help them with this part of the work, thanks.”</li> <li>• “Maybe you weren’t talking but someone in your area was and now they’ve stopped so it’s all good”</li> <li>• Give your perspective as a teacher, “to me it looked like...”</li> <li>• “I know... is happening but I need...from you in this part of the lesson.”</li> </ul>

Assume confusion over defiance	Give students the chance to get it right by assuming that they didn't understand instructions first time <ul style="list-style-type: none"> <li>• "Just to recap the rules etc"</li> </ul>
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### Actions staff must take following a sanction

An excellent atmosphere in a school requires excellent relationships between staff and students. This does not mean never challenging or sanctioning students. However it requires a consistency of approach and an attitude that the behaviour policy is not the first option in classroom management. Most importantly, like any good relationship, it takes time and effort rather than simply logging matters and attempting to discipline students into a good relationship. A simple word with a student may be enough to get a student working in the way we want. It is essential that staff take a restorative approach when a sanction has been put in place. If they do not, it leads to a fracturing of any working relationship which is essential for a student to focus, learn and conduct themselves in a good manner around the school. If a sanction is issued it is absolutely essential that the member of staff finds the time at a later time to briefly explain why the sanction was issued and to let the student know that we know, forget about the issue and move on.

The most straightforward way for teachers to do this is as follows:

The member of staff must be standing at their classroom door to greet students on the way in. The student who was sanctioned in the previous lesson should be asked to wait outside with the teacher as follows:

- 'Jamie, you're not in any trouble but can you just wait here for a minute. I need a quick word.'

This simple sentence conveys several things. Firstly, they are not in further trouble. That's important to get in there first otherwise the situation could rapidly escalate as the student will feel angry at the previous incident and sanction.

- The teacher should have a starter on the board get the rest of the class going and talk briefly to the student as follows: 'I know that you are probably not happy at the detention you got yesterday - I wouldn't be happy either losing an hour. I know you are better than the behaviour we saw yesterday ok so let's forget about it and move on. OK? Let's get in and do some maths.' This gives the student the option of raising anything they are unhappy about.

Staff should also understand that we are all only human. We all make mistakes. It's about learning from them and moving on. This applies to the adults too. If we make a wrong decision or apply the policy inconsistently it is essential we admit this to the student and apologise. This is not a sign of weakness, it is the opposite, as it builds trust and supports a good relationship between the member of staff and the student. Integrity is a core value and we need to use all opportunities (even mistakes) to demonstrate it.

Support staff should use a similar technique and language but they can instigate a restorative conversation when the student is in the detention. They can ask the detention lead if they can take the student out of the detention, find a quiet spot away from the other students outside the room and have a conversation.

## **Appendix B**

### **Detentions**

#### **Staff teaching last lesson**

Use the behaviour tab on the lesson dashboard to inform students who has detention at the end of the lesson. Staff should walk those students who have a 90 minute detention to the detention room. If the student walks off or refuses they will be put into isolation the following day.

#### **1 hour detention**

Detentions are held on Monday – Thursday from 3pm until 4pm.

Extended 90 minute detentions will run until 4.30pm on the same evenings (the final 30 minutes is supervised by SLT)

Detentions are automatically set on Arbor following the logging of an incident. Detentions will be for the next day. Parents/carers will be sent a text message.

The member of staff who set the detention is encouraged to go and speak to the student who has the detention to discuss their behaviour. This can either be done during the detention if the member of staff is available or at the very latest, as the student starts their next lesson with the member of staff.

Students will receive one verbal warning after which if there are any further issues the student will fail the detention, they will be sent home and the member of staff will set a 1.5 hour detention for the next evening. SLT will staff this on a rota basis.

#### **Failure to attend 1 hour detention**

The detention lead will take the register during detention.

If a student has not attended a 90 minute detention will be set for the next available day.

#### **Failure to attend a 90 minute detention**

If the student fails to attend this detention or disrupts it, the Year Leader will contact parents/carers and the student will be put into isolation for a full day and another 1.5 hour detention will be set.

#### **Failure to attend the subsequent 1.5 hour detention**

The student will be placed into isolation full time until the 1.5 hour detention is completed.

#### **Student detention expectations**

- Arrive by 3.05pm
- Wait to be told where to sit
- Complete the paper-based work relating to the knowledge organisers
- No talking
- No turning round

#### **Supervising staff detention expectations**

- Direct the students where to sit on arrival
- Take the register within 15 minutes of the start of the detention

- Ensure all students have a knowledge organisers and paper to work on
- Students will be provided with some basic paper-based work
- Students should not have their heads on the desks and should be attempting to do some work.
- If a student is verbally abusive or threatening in a detention they should be removed immediately, sent home and the Year Leader should discuss the matter with their SLT link to put in place an appropriate escalated sanction such as isolation or a suspension. The student should also be expected to complete the detention they were removed from once the escalated sanction has been completed
- If a student fails the detention (either 60 or 90 minute) this should be logged as an incident on Arbor – this will then trigger the workflow to ensure further sanctions are put in place.

### **Student failing to do any work**

If a student is failing to do any work in the detention, the member of staff should ask them what the problem is and remind them that they are expected to copy out of the knowledge organiser until the detention time ends.

If the student still fails to produce any work at all they should be given a warning and reminded that the next step is a 1.5 hour detention on the next day.

If they still fail to produce any work they should be sent home and an incident is logged – failed 90 / 60 minute detention. If this happens in a 60 minute detention a 90 minute detention will be set for the next day. If this happens in a 90 minute detention isolation will be set for the next day and a 90 minute detention

## Appendix C

### The rationale behind our mobile phone policy

The book Reconnect by Doug Lemov relating to building a school culture highlights this perfectly:

*'Tech companies are what education writer Daisy Christodoulou calls "attention merchants." Their goal is "capturing attention and reselling it at a profit." Social media and almost anything you experience on your browser are businesses—very big ones. The business model involves putting you in a state of poor concentration and impulsivity for a large portion of your day, so you are a suggestible consumer. To do this they must subvert the prefrontal cortex's ability to divert your attention to anything else. The pre-frontal cortex in children and young people only fully develops by the age of 25. This means that smartphones are able to change the way young people's brains work to ensure that they are constantly switching task and looking for the next interesting piece of information. Social media apps succeed only if they can "make using their website or app a frequent and automatic habit"' for millions of people, Christodoulou writes, "and they've mined the insights of behavioural psychology to make their product (and the states of attention to cause us to jump to it at the slightest flicker of thought) habit forming.'*

*Any time young people are on a screen they are in an environment where they are habituated to states of low attention and constant task-switching. This is the case even if they are not actively on social media, though of course most young people will at a minimum be fighting the impulse to check social media as soon as they turn on their phones even if that was not their original intent in checking them.*

*As we noted in the introduction, in 2017 before the rise of the newest generation of maximally disruptive products like TikTok, a study found that undergraduates (more cerebrally mature than secondary school students and so with stronger impulse control) "switched to a new task on average every 19 seconds when they were online."*

*The brain rewires itself constantly based on how it functions. This idea is known as neuroplasticity. The more time young people spend in constant task switching and searching for novel information, the harder it becomes for them to develop or maintain the capacity for sustained periods of intense concentration. Our brain is constantly rewiring itself to respond to the ways that we use it. If we send our brains the signal that we need them mostly for tasks involving a frenzy of distraction and half attention, they will rewire to expect and be responsive to those settings. This is to say that after a time, the risk is that our phones are within us. A brain habituated to constant states of half attention and impulsivity rewires to become more prone to those states. Without mitigation, our phones and certainly social media and gaming apps, socialise us to fracture our own attention. This is the exact opposite of what is required to learn.'*

*Reconnect – Building School Culture for Meaning, Purpose and Belonging - 2023*

## Appendix D

## Classroom Management Strategies

*These ideas were contributed by PGS staff during our behaviour training session. Thanks to everyone who suggested phrases and ideas that colleagues could use in their own practice.*

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Language of choice	<p>Give students the opportunity to choose a positive outcome and avoid confrontation.</p> <ul style="list-style-type: none"> <li>• Team choice up with take up time – give students an option and then walk away</li> <li>• Put the positive choice last so that students remember it</li> <li>• “If you aren’t going to sit there you can sit here”</li> <li>• “What should you be doing right now? And what will happen if you don’t do what you are being asked?”</li> <li>• “Do you need help from your partner or from me?”</li> <li>• “Move seats or move to my desk”</li> <li>• “You can either use the sentence starters or choose your own”</li> <li>• “Can you put it in the bin or in your bag. It just needs to be off your desk.”</li> <li>• “Would you like to make a start or do you need help getting started?”</li> <li>• “Is this a really important question or can you ask me later?”</li> <li>• Link actions to consequences, ‘If you continue to X then I’ll have no choice but to Y.’</li> </ul>
Take up time	<p>Allow a little time for students to respond to instructions.</p> <ul style="list-style-type: none"> <li>• A minute to decide to do the right thing, e.g. right seat, equipment out</li> <li>• After a warning, give some thinking time then follow up with a quiet conversation</li> <li>• Frame settling around the register. “You have the time it takes for me to complete register to get equipment out/complete starter”</li> <li>• “You have the time it takes for me to speak to .... to complete...”</li> </ul>

	<ul style="list-style-type: none"> <li>● “Autumn, take your coat off” / “Lila get your pen out” – “I’m going to do the register”, then follow up</li> <li>● “Could you use some of the sentence starters to begin your response and then I’ll come and see how you are getting on”</li> <li>● “I’ll give you a minute to read the instructions and come back to you”</li> <li>● Be specific with time limits. “Could you ensure you have checked through your work and have the extract in front of you in 2 minutes” “I’m going to come back in 2 minutes and see how you are getting on”</li> <li>● “Is X seconds enough time to get X fixed? No, how about 1 minute but no longer”</li> <li>● “Can you...I will come back...”</li> <li>● Countdown the time remaining for students to achieve expectations or be aware of the teacher’s desire/intentions</li> <li>● “I am going to ask John to hand out the books, you can change into your correct footwear whilst he does that and I’ll come back to you”</li> <li>● Once an instruction is given, i.e. needs to go to isolation. Perhaps best to use this in a quiet conversation with the student. “I’m going to give you a couple of minutes to think about consequences and ask you again”</li> </ul>
<p>Acknowledgement</p>	<p>Recognise a student’s justification for their behaviour and then direct them to what you want them to do.</p> <ul style="list-style-type: none"> <li>● Giving benefit of the doubt. For example - rubbish under the table “it might not be yours”</li> <li>● “I appreciate that you might.... but can we now....”</li> <li>● “Maybe you weren’t turning around, but I’d like you to get on with your work now”</li> <li>● “Archie, I can see you are getting irritated so I’d like you to take a minute outside”</li> <li>● “I appreciate lunch was exciting but can we now focus on the lesson”</li> <li>● “Maybe you weren’t but I’d like you to listen now (somebody talking inappropriately)</li> <li>● “Maybe you weren’t but I’d like you to sit on all four legs” (somebody swinging on chair)</li> <li>● “Maybe you weren’t but thank you for stopping (noises/tapping)</li> <li>● “I can tell you’ve had a bad day but here’s a chance to get it right”</li> <li>● “I can see that/appreciate that, but...”</li> <li>● “Maybe you didn’t drop it but thank you for picking it up anyway”</li> <li>● “You might have been talking about the work but now you need to focus”</li> <li>● “Thank you for helping but it’s my job so I’ll help them with this part of the work, thanks.”</li> <li>● “Maybe you weren’t talking but someone in your area was and now they’ve stopped so it’s all good”</li> <li>● Give your perspective as a teacher, “to me it looked like...”</li> <li>● “I know... is happening but I need...from you in this part of the lesson.”</li> </ul>

<p>Assume confusion over defiance</p>	<p>Give students the chance to get it right by assuming that they didn't understand instructions first time</p> <ul style="list-style-type: none"><li>• "Just to recap the rules etc"</li></ul>
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	<ul style="list-style-type: none"> <li>● “Are you confused about the work? Do you need help” – to students who might be whispering when you are talking</li> <li>● “My other class found this tricky so I can show you in this way”</li> <li>● “You obviously didn’t hear the first time when I asked for silence so we’ll try again”</li> <li>● “Is everything ok? You haven’t seemed to have started the task”</li> <li>● “Do you need a hand with this?”</li> <li>● “Do you understand what you have to do, Jacob? – Do you want me to go through it?”</li> <li>● “Are you struggling to start? Do you need me to explain it again for you?”</li> <li>● “Some people seem to think we need to X for this piece of work, I will remind you we don’t. What we need to do is....”</li> <li>● “It seems that we have forgotten over the holidays..”</li> <li>● “It seems people are unsure how to start, can we hear an example?”</li> <li>● “Don’t worry, I got confused too”</li> <li>● “Is everything ok because you’re talking when I’ve asked for silence so it must be important”</li> <li>● “Do you need a worked example?”</li> <li>● Model answers/expectations with students who aren’t doing what you’ve asked</li> <li>● Reiterate the rules/expectations, “a reminder that for starters we are in silence.”</li> </ul>
<p>Affirm positive responses</p>	<p>Where we can, this is best done while being really specific about the good behaviour/work on show.</p> <ul style="list-style-type: none"> <li>● Counting the students who are doing it right ‘I can see 1, 4, 7, 10 hands up thank you very much...’</li> <li>● “Thank you/well done to those who’ve...”</li> <li>● “Well done for getting your equipment out”</li> <li>● “Some of you have already....well done.”</li> <li>● Pupil 1 has already started the task, well done ...(name)</li> <li>● “Thank you to table/group for starting the lesson well”</li> <li>● “Thank you for putting your hand up”</li> <li>● “Great to see how many have attempted the starter already”</li> <li>● “I’ve noticed how well some of you are working...”</li> <li>● “I like the way that you...”</li> <li>● “Look at how well x has used.....” and then praise an aspect of their work</li> <li>● “Well done for completing the challenge / second part of the task”</li> <li>● “Thanks to those who are already...” – and praise the behaviour of the rest of the class</li> <li>● “Not only is...doing...but they are also...”</li> <li>● Go around the classroom live marking and praise students who are fulfilling the learning objectives/doing good work and narrating what they have done well</li> <li>● “Well done to all those who are checking their answers”</li> <li>● Use the visualiser to demonstrate excellent work or presentation to the rest of the class</li> </ul>
<p>Additional ideas from staff</p>	

Countdown	<ul style="list-style-type: none"> <li>• Countdowns give the class chance to finish what they are doing and focus at a pre agreed point</li> <li>• “Everyone needs to be listening and looking this way, in 5, 4 3, 2, 1. Thank you!”</li> </ul>
Challenger	<ul style="list-style-type: none"> <li>• Give unsettled students a challenge. Make them feel like they are helping you with something. Ask that student to give things out or prepare a response you want them to feedback to the class.</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>• Signing extended writing. Initial where students are up to in their book – tell them you will come back in 10 minutes to see how much they have written since you put your signature on the work.</li> </ul>
Picture perfect	<ul style="list-style-type: none"> <li>• Taking pictures of good work to share in subsequent lessons can be a powerful source of motivation.</li> </ul>
Distractio n Technique s	<ul style="list-style-type: none"> <li>• Engage briefly in small talk to distract from low level behaviour and redirect students to what you want them to do.</li> </ul>
Planning	<ul style="list-style-type: none"> <li>• Be prepared for students being “unable” to do the task – plan sentence starters, easier questions and differentiated activities.</li> </ul>
Checking in	<ul style="list-style-type: none"> <li>• Go back to students if you have had to speak to them or give them a warning to check they are ok. At the end of lesson: “You didn’t seem yourself today, are you ok?” Let them know you have noticed and that you care.</li> </ul>

## Appendix E – Guidance for Staff on Duty

Duty Point	Roles and responsibilities
Year group queues and tables (Ys)	Manage the queues on the central street area, organise lines, be visible for your year group. Blow whistle to end break. Be the last staff member to leave the street sweeping students to lessons.
Gateway Queue + tables	Organise the line for the break bar managing the line and behaviour outside of study. Ensure no students enter the Post16 seated area or accessible toilet. Monitor the tables underneath and around the stairs to 240. Circulate with a bin every 5 minutes
Bottom of stairs to 240	Ensure no students go upstairs. There is no access to any Medical room. (Only students who have a break club in 240 have access). Help to monitor tables and queue around the stairs to 240.
Street tables	Move up and down the entirety of the street with a bin for rubbish. Monitor behaviour and ask students to sit down at the tables. You do not need to go past the stairs to 240.
Street toilets (Girls)	Stand at the top of the stairs down to Art. Ensure no students go downstairs for any reason. Ask students to queue outside the toilets. Only 3 allowed in at a time. Every 2-3 minutes walk over to the toilet to check the condition. Keep a watch down the corridor to floor 1. The only students going past should be the year group with access to the stairwell toilets.
Street toilets (Boys)	Stand at the bottom of the stairs up to Reprographics. Ensure no students go upstairs for any reason (this is not the route to the stairwell toilets). Ask students to queue outside the toilets. Only 3 allowed in at a time. Every 2-3 minutes walk over to the toilet to check the condition. Keep a watch down the corridor to floor 1. No student should go past you onto the teaching wing
Outside Tarmac	There should always be two members of staff on a larger duty. Ensure that staff are separated across both sides of the tarmac. Far side tarmac should ensure students do not go into the garden area or green gym area. Near side staff should manage students in and out of the building (plates etc) and ensure students are sensible on the stairs and outside the conference rooms.
Floor 2 toilets and corridor (Boys)	Stand on the toilet doors, ask students to queue outside, no more than 3 students at a time. Do not allow any student to leave via the double doors to Floor 2.

Floor 1 toilets and corridor (Girls)	Stand on the double doors to the stairwell. Ensure that no students go past you into the teaching wing or downstairs to Floor 0 (Boys must go upstairs). Ask students to queue outside, no more than 3 students at a time. Every 2-3 minutes check the toilets
SLT Support	To support the central carpeted area. To check all duty points