Rochester Grammar School

Behaviour for Learning Policy

This policy was adopted on	September 2026
The policy is to be reviewed on	August 2027

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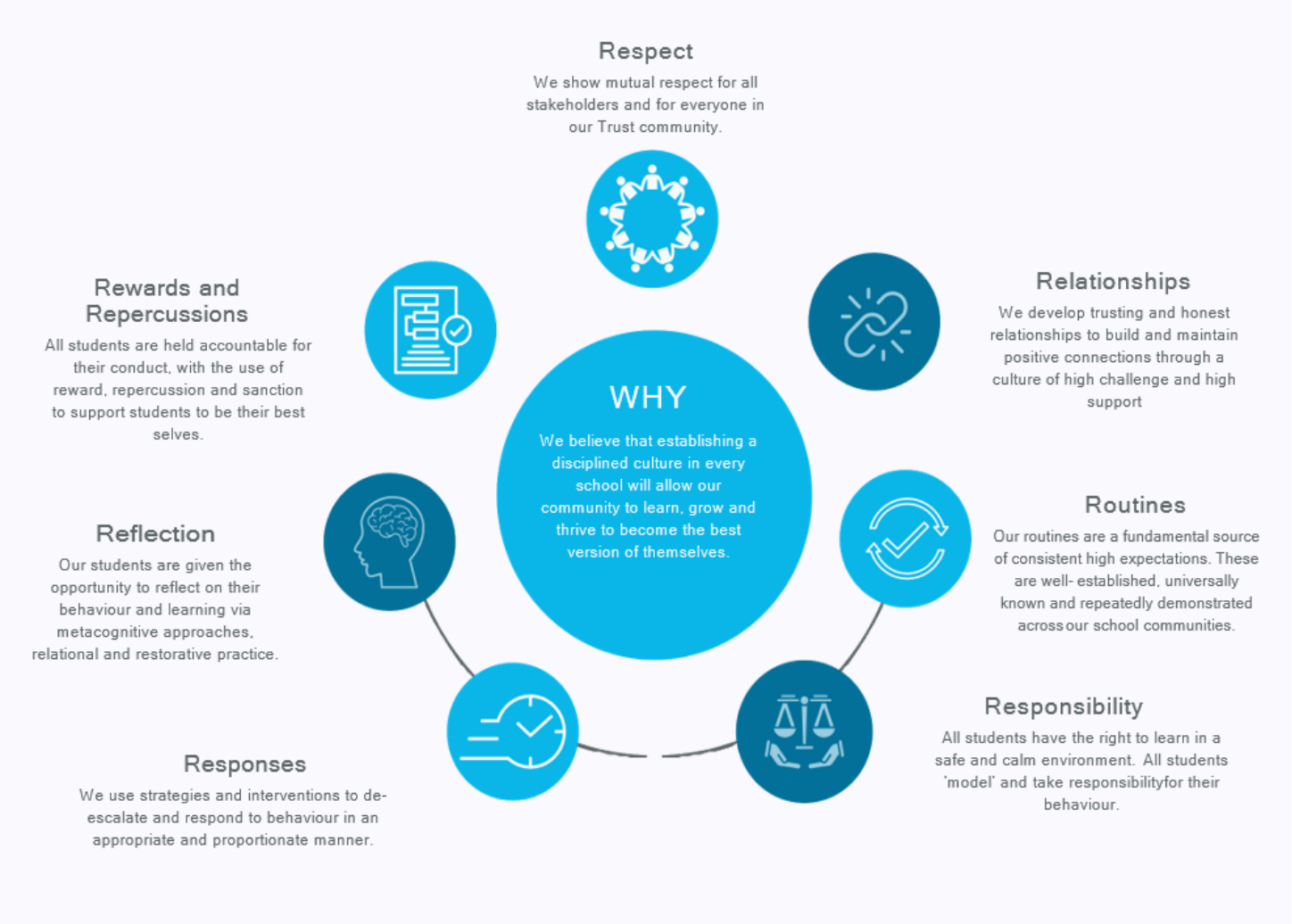
TSAT Behaviour Principles



Our vision and values

The Behaviour Policy at Rochester Grammar School is a statement of good practice that covers all aspects of the school that contribute to fulfilment of the school's mission statement through the development and maintenance of good behaviour, an awareness in students of their rights, personal responsibility, British values and a positive ethos within the school. All members of the school are expected to help maintain an atmosphere conducive to learning and development, with courtesy and mutual respect as the basic requirements in a community which practices equality and diversity and where students know that all we do is in the best interest of the child. This will be achieved through the application of the Code of Conduct and the procedures laid down in the policy.

Introduction/Objectives of the Trust/Statutory Framework

Within the Rochester Grammar School our ethos is clear: there is no ceiling to what we can achieve. Our school is a disciplined working environment, where students thrive in a culture defined by mutual respect and good behaviour. We see parents as our partners and work closely with families to secure the best possible outcomes for their children. Learning flourishes in a well ordered, respectful and disciplined

environment and our behaviour policy, creates the conditions for outstanding learning, progress and achievement. Exemplary behaviour is taught and reinforced; poor behaviour is not tolerated.

The Rochester Grammar School Behaviour Policy is written in line with the following areas of legislation and guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Behaviour and Discipline in Schools DfE Guidance 2016
- Home school agreements
- DfE Restrictive interventions, including use of reasonable force, in schools Screening, searching and confiscation
- Suspension/Exclusion guidance
- Preventing and tackling bullying
- DfE and ACPO drug advice for schools
- Schools: Guide to the 0-25 SEND Code of Practice

This policy does not stand alone but is to be used in conjunction with other TSA Trust policies including Attendance, Assessment, Anti-bullying, Health and Safety, Positive Handling, Equality and Diversity, Safeguarding, Exclusion from School policy as well as other relevant day-to-day advice available to staff.

Aims:

- To encourage adherence to an agreed set of principles of behaviour- The RGS Code of Conduct.
- To support effective Teaching and Learning.
- To contribute to mutual respect.
- To ensure all members of the school community are safe and ensure their wellbeing.

Communication of the Policy

We are committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- Staff training- all staff are trained in the implementing of the policy in a consistent and fair manner. There are refresher sessions to ensure that the message remains the same and that standards are maintained.
- Standardised Displays – classrooms and corridor display ensure that students reminded of what the school's expectations are.
- Tutor Time – Students are communicated to with regards to high expectations within and outside of the school and their responsibilities in relation to the Student Code of Conduct.
- Assemblies – are used as an opportunity to reinforce high expectations of behaviour and conduct. Assemblies are also used to address any issues that may arise within the school.

- Key Stage Agreement/Student Code of Conduct – the student's acceptance of a place at the school signals the student's agreement to abide by them.
- Termly newsletters – are used by the Principal to celebrate students work and achievement both within and outside of the school, as well as communicate any items that need to be brought to the attention of parents and carers.

Roles and Responsibilities/Equality Statement

The AAB (Academy Advisory Board) is responsible for monitoring this behaviour policy's effectiveness and holding the Principal account for the implementation of it:

- Notifying the Principal and providing them with any related guidance if the governing body wants the school behaviour for learning policy to include measures or address issues.
- Ensuring that the policy communicated to students and parents is non-discriminatory and the expectations are clear. Governors will support the school in the maintaining of good behaviour and health and safety.
- Monitoring and assessing the impact of the policy to ensure the strategies do not impact disproportionately or unfairly on any students within the school.
- Ensuring the policy and the strategies consider staff and student health and welfare issues e.g. by ensuring the staffing level is appropriate, that appropriate training is available and that there are support systems in place for staff etc.

The Principal is responsible for:

- Ensuring the policy promotes good behaviour and deters inappropriate behaviour, including all forms of bullying.
- Ensuring Behaviour for Learning is viewed as a core principle by all staff.
- The implementation and day-to-day management of the policy and procedures.
- Ensuring the policy is publicised annually to staff (including volunteers), students and parents in the form of a written document (this is a legal obligation).
- Deciding which staff may impose sanctions.
- Deciding on the lead professional for Behaviour for Learning in the Senior Leadership Team.
- Working with other staff, including the Lead Professional on the SLT and the unions in developing disciplinary strategies.
- Ensuring that all staff are clear about the school's expectations regarding behaviour leadership.
- Ensuring staff have access to advice, training and development opportunities to meet their needs and that staff faced with challenging behaviour have appropriate support.
- Monitoring and assessing of the policy's impact - to ensure the strategies do not impact disproportionately or unfairly on any students within the school.

The Vice Principal is responsible for:

- Working with the Principal to ensure the curriculum routes offered are appropriate for the needs of all students. Working with the Principal to ensure the effective implementation of this policy.

The Senior Leadership Team is responsible for:

- Ensuring that all staff are aware that the ethos and standards of the school must be transmitted through them, as well as ensuring the effectiveness of the school as a caring and safe community.
- Working with their designated pastoral leaders to support them in their role.

The Assistant Principal (Behaviour & Attitudes) is responsible for:

- The day-to-day implementation of the Behaviour for Learning policy and associated strategies, including dealing with incidents in the higher stages of the sanctions process (see the staged sanctions procedure).
- Carrying out staff training in the Behaviour for Learning policy and strategies, to ensure they can implement them.
- Analysing the data regarding rewards and sanctions to ensure the strategies do not impact disproportionately or unfairly on any students within the school.
- Analysing the data regarding rewards and sanctions with each Head of Year during line management meetings to identify as soon as possible where intervention is needed.
- Providing the CEO, Principal and Governing Body with a report regarding the monitoring.
- Ensuring all staff have access to appropriate CPD for Behaviour Management.
- Ensuring that all staff organising school trips include in their standard application letter for the trip a clear statement about behaviour standards and processes. Subsequently, there will be a behaviour agreement specific to the trip, making expectations of good behaviour and consequences of poor behaviour clear, signed by the parents and student.

The Associate Leader for Behaviour and Attitudes is responsible for:

- Providing and driving a school ethos that will encourage high standards of behaviour.
- Gathering evidence for a suspension and make recommendation to the Principal.
- Monitoring of behaviour policy across the school – sanctions and rewards, and ensuring it is applied consistently and fairly for all pupils, no matter their background.
- Supporting staff in the implementation.
- Completing B4L learning walks.
- Contacting/meeting parents re: behaviour issues.
- Monitoring and supporting with the detention policies for behaviour and punctuality.
- Supporting the AP for Behaviour and Attitudes with any students withdrawn from lessons.
- Support the AP in leading staff training on effective behaviour strategies.
- Conduct regular staff and student voice to gain feedback on the impact and implementation of the behaviour policy.

The Head of Year is responsible for:

- Providing and driving an ethos that will encourage high standards of behaviour.
- Reviewing year group data to monitor for patterns/trends.
- Monitoring the rewards given to students in their year group through the ClassCharts website.
- Using the information obtained to provide positive feedback in year assemblies.
- Supporting other staff in response to individual incidents of poor behaviour.

- Monitoring the rewards and sanctions of students in their year group using Arbor and the ClassCharts recording system and acting at an early stage to prevent escalation of underachievement by an individual.
- Close monitoring through the PMS system of individuals who are underachieving.
- Communicating with parents to ensure they are informed at the earliest stages of interventions regarding underachievement and/or poor behaviour.

The Form Tutor is responsible for:

- Carrying out their duties as form tutor to the highest standard, thereby acting as a positive role model.
- Using ClassCharts tutor data to lead on discussions with students regarding overall conduct.
- Using information provided by the Head of Year regarding rewards to provide positive feedback within the form.
- Working with individual students using all available data (rewards, sanctions, report grades etc.) to help the student set meaningful targets for improvement and devise strategies to achieve them.
- Using the opportunities provided by the Head of Year to provide leadership opportunities and to set up support for students as appropriate.
- Assisting the Head of Year with monitoring students.

The Senior Leadership Team as line manager to a curriculum area are responsible for:

- Reviewing incidents and their causes with the Curriculum Leader in order to inform the review of the policy and provide an opportunity for assessing training needs.

The Curriculum Leader is responsible for:

- Being proactive as well as reactive regarding behaviour for learning practices in their curriculum area.
- Supporting staff in their curriculum area with regards to behaviour management issues. The CL should be the first port of call in case of an incident.
- Reviewing incidents and their causes with their staff in order to inform the review of the policy and provide an opportunity for assessing training needs.
- Running detentions as appropriate.
- Ensuring incidents are recorded on ClassCharts correctly.

All staff will be responsible for:

- Ensuring that the policy and the procedures are followed and fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures.
- Creating a high-quality learning environment, modelling and teaching good behaviour and implementing the agreed policy and procedures consistently.
- Keeping accurate registers of attendance to lessons in all Key Stages using ClassCharts lesson monitor.
- Recording any sanctions administered on ClassCharts.

- Running detentions as appropriate.

Students:

- Will in the first instance be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have the responsibility to ensure infringements of the policy are reported.
- Students will also be expected to follow and adhere to the school Code of Conduct and school values at all times.
- Students will ensure that their behaviour outside of school will not bring the school into disrepute. This includes student conduct on Social Media.
- Upon accepting a place at The Rochester Grammar School it is the expectation that all students will adhere to all policies enlisted by the school. Making sure that they abide by all of the rules and regulations set.
- Students are permitted to bring mobile phones to school, however these must be switched off and placed in lockers upon arrival to school. They must then remain in lockers until the end of the school day. Any mobile phones that are seen or heard anywhere on the school site will be confiscated in line with this behaviour policy. There are no exceptions to this rule.
- Any headphones and/or any other electronic devices are brought into school at student's own risk. All devices must be switched off and out of sight whilst students are on the school site. Any headphones seen (even if not in use) will be confiscated and will require parental collection.
- Any devices that are confiscated will be kept secure at Main Reception until collected. Under no circumstances will the Academy accept responsibility for theft or loss.

Parents and carers:

- Will also be expected to take responsibility for the behaviour of their child both inside and outside the school.
- Are expected to actively monitor their child's social media usage through all relevant apps that they use, and ensure appropriate age limits (where applicable) are adhered to.
- Will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. If parents wish to make comments about the behaviour of students, they can do so via the school e-mail or contact the relevant pastoral leader.
- Will ensure that they keep the school informed about any circumstances, which may adversely affect their child's well-being.
- Will support the school with any sanctions that have been issued due to poor behaviour/failure to adhere to the school values and code of conduct, including the use of any after-school detentions, where deemed appropriate.

Student Code of Conduct

It is expected that, as a student of RGS, you will demonstrate the three core principles of:
We are….
Respectful
Grateful
Successful

At The Rochester Grammar School, we place a high emphasis on respect in particular, and expect all members of the school community to demonstrate:

Respect for yourself:

- Take responsibility for your actions both in school and out of school.
- Always look smart and wear the correct school uniform.
- Do not bring banned substances into the school premises or be in possession of banned substance on your journey to or from school. This may result in suspension/exclusion.
- Do not leave the school grounds during the day unless you have permission from your Head of Year or Directors of Sixth Form. This will result in close supervision/withdrawal from lessons. Sixth Form students can leave the school grounds at lunchtime but must sign out.

Respect for others:

- Always behave with courtesy and consideration, walk on the left when moving around the school and hold doors open for people coming through after you. Ensure you adhere to the one-way systems.
- Respect the property of other members of the community.
- Arrive promptly to lessons. If you are late you will be sanctioned.
- Ensure that you have all the necessary books and equipment for lessons.
- Do not bring valuable items e.g. personal radios, iPods/mp3/mp4 players and cameras to school; if they are found they will be confiscated and locked in the school safe and must be collected by a parent.
- Do not bring banned substances into school for your use or the use of others. This may result in suspension/exclusion.
- Respect for all members of the wider community when out of school.
- No using any form of photographic device (digital camera/polaroid etc.) to photograph peers without their consent and/or within expected places of privacy – school changing rooms for instance.

Respect for the environment:

- Keep the school clean and tidy.
- Eat in the designated places e.g. the dining hall, the area outside the D block, the Quad, the front entrance seating of E block, and in fairer weather there is a designated area on the field. You should not eat in classrooms or the main school at any point.

- Do not bring chewing gum, aerosol cans, Tippex etc. into school.
- If you have a negative impact on the environment through litter, chewing gum etc. you will have to then improve the environment through a period of community service.
- Follow all Health and Safety guidelines.
- Complete any allocated community duties – Office Ambassador roles, litter picking duties etc.

Respect for Learning:

- Ensure you have all the necessary equipment and books to all lessons.
- Ensure all classwork and home learning is presented to a high quality.
- Ensure behaviour does not impede your own learning or that of other people in the class.
- Complete all learning activities to the best of your ability.
- Meet all deadlines set by teaching staff.

Staff Code of Conduct

Staff will ensure that there is no differential application of the policy on any grounds, particularly ethnic origin, culture, religion, gender, disability or sexuality. Staff will also ensure that they adhere to the following principles.

Students have a right to:

- Work in a safe environment.
- Be spoken to calmly and with respect.
- Be listened to.
- Receive no less than good teaching every lesson.
- Have their individual needs planned for.

Dealing with Malicious Allegations:

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from Medway Safeguarding Team where appropriate. Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Principal about what further action may be appropriate.

Use of Reasonable Force and Restrictive Interventions

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

All members of school staff have a legal power to use reasonable force in certain circumstances.
To prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

The school will never use reasonable force for the purpose of punishment.

Where appropriate, the pupil will receive a medical assessment and treatment for any injuries through the application of any reasonable force, as soon as possible.

All incidents of reasonable force/restrictive interventions are recorded via a pupil's safeguarding file. Records will include:

- Date, time and location
- Staff and pupil/s involved
- Reason force was used/applied
- Type and duration of force
- Outcome and any injuries
- De-escalation attempted beforehand

Any incidents involving the use of reasonable force/restrictive interventions will be shared with parents/carers via a phone call and in writing as soon as possible. This will always be on the day this has had to be applied.

In addition, and where required, parents/carers will also be invited in for a face-to-face meeting after any reasonable/restrictive force incident - to review any agreed strategies and/or to construct/update any agreed plans in place for the pupil, as a means of further support within school.

Use of Seclusion

Seclusion as a non-disciplinary intervention would involve keeping a pupil confined to a place away from others and prevented from leaving as a safety measure to protect others from harm. This may be applied when a pupil is experiencing high levels of emotional or behavioural dysregulation.

The place to which the pupil is confined will wherever possible be somewhere that is safe, and does not feel threatening or intimidating. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil will be permitted to leave.

An incident involving the use of seclusion will be recorded and reported in accordance with the procedures outlined below:

- Names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- Time, date, location and approximate duration of the intervention

- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Seclusion, as defined in this policy, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom/withdrawal periods – the details of which can be found separately within this behaviour for learning policy.

Any incidents involving the use of seclusion will be shared with parents/carers via a phone call and/or in writing as soon as possible. This will always be on the day this has had to be applied.

In addition and where required, parents/carers will also be invited in for a face to face meeting after any seclusion incident - to review any agreed strategies and/or to construct/update any agreed plans in place for the pupil as a means of further support within school.

The Key Stage 5 Agreement

RGS is a happy and successful school. The prime aim is to educate each student so that they fulfil their potential. It is therefore essential that all staff and students are committed to promoting effective teaching and learning.

It is important too that all stakeholders are aware of the standards, values and expectations of life in the Sixth Form community.

The Behaviour Code for the Sixth Form is based on “Respect”.

Respect for Yourself
Respect for Others
Respect for the Environment
Respect for Learning

Within this is the expectation that basic core values such as honesty, trust, consideration is taken as well as high standards of work, attendance and punctuality.

The school agrees to:

- Treat all students fairly.
- Raise the self-esteem of every student.
- Develop students to their full potential.
- Provide challenging, interesting and relevant lessons.
- Create the best possible working environment.
- Assist students to identify strengths and limitations.
- Prepare students for successful applications into Higher/Further Education or employment.

- Ensuring that work within the curriculum challenges and motivates and that it paves the way for success at The Rochester Grammar School and in life.
- Via assessment, tracking student's progress, providing intervention when required, and keeping parents informed through consultation meetings and Progress Reports.
- Setting appropriate independent study including on weekends.
- Constantly striving to become better educators.
- Caring about our student's wellbeing and protecting their safety always.
- Enforcing the Rochester Grammar School Code of Conduct consistently and fairly.
- Celebrating, recognising and rewarding students for their endeavours.

Parents/carers must agree to:

- Believing that our child is capable of academic success and gaining a place at university.
- Understanding through hard work on the part of my child and with my support, that their potential will be realised.
- Supporting RGS's high expectations.
- Reading RGS Code of Conduct, consequence system, behaviour and discipline policies. We will support the school's decision. If we wish to speak about any of our concerns, we will contact the school and arrange an appointment. We understand that we are unable to override a decision made by the school and will work towards addressing our child's behaviour with staff.
- Ensuring that my/our child goes to school regularly, on time, properly equipped and ready to learn.
- Understanding that uniform violations will result in our child being sent home to collect the correct items.
- Reading all reports carefully, attend all parent meetings.
- Treating all Rochester Grammar School teachers and staff with respect and courtesy.
- Trusting the professional judgement of adults.
- Understanding that our child cannot be excused from detentions.
- Understanding that if our child commits a serious breach of the Code of Conduct / Behaviour Policy that they may be subject to suspension or permanent exclusion.
- Understanding the importance of a healthy and balanced diet and we will ensure that our child is well prepared for the day by having breakfast and not taking sweets and fizzy drinks, including energy drinks to school.
- Informing the school about any concerns at home or changes in circumstances that might affect my child's learning.
- Understand that whilst mobile phones are permitted in the Sixth Form areas during study periods and break, lunch, use of a mobile phone around the main school or during lessons will result in confiscation. This can then be collected at the end of the day in Main Reception.
- Not engaging in discussions regarding school policies or procedures, on social media. Questions about the school should always be directed towards the school directly (website form or direct contact via telephone).
- Will not report, speculate or discuss school topics on social media, nor comment on individual staff or other members of the Rochester Grammar School community on social media.
- Ensuring that our child arrives each day by 08.25.
- Not plan for family holidays or other absences during term time.
- Ensure that our child attends the school every day, except in extreme cases of illness or bereavement.

- Not schedule routine doctor and dentist visits or procedures during the academy day.
- If our child is absent, we will telephone the school before 08.15 of the day of the absence to report the reason.
- Understanding that our child will have Home Learning each night. It is our responsibility to ensure this is completed. Understand if Home Learning is not completed there will be a consequence. (See Appendix 1 – C2). We understand that our child cannot be excused from detention.

Students must agree to:

- Work to the best of their ability and allow other to do the same.
- Set high personal targets for effort, participation, deadlines and homework.
- Set a positive example to younger students.
- Take care of the school environment including eating and drinking only in the designated areas and disposing of litter responsibly.
- Ensure their behaviour does not have a negative impact on the wider community outside of school.
- Have attendance and punctuality as near to 100% as possible.
- Adhere to Sixth Form expectations including the dress code.
- Fulfilling their potential both academically and socially.
- Arriving at school by 08.25 every day and be punctual to lessons.
- Arriving at school fully equipped.
- Wearing their Rochester Grammar School uniform, smartly and with pride every day.
- Always working, thinking and behaving in the best way they know how and do whatever it takes to learn.
- Completing all their Home Learning. -making contact with their teachers if they have a problem with their Home Learning.
- Always treating everyone at the school with consideration and respect.
- Being responsible for their own behaviour.
- Being proud of their school.
- Conforming to the Travel Conduct document.
- Respecting other cultures, race, feelings, beliefs and values.
- Ensure that they only use their mobile phone in the Sixth Form Block or Café 6 during study periods and break/lunch time. Any phone use in the main school or during lessons will result in the phone being confiscated and retained until the end of the school day.
- Being someone, others can be proud of.
- Abiding by the Student Code of Conduct - understanding there will be consequences if they fail to follow the directions in these policies.

Support

It is appreciated that the transition from GCSE to Sixth Form can be difficult. Any student with concerns, either social or academic, can seek guidance and reassurance from one of the Sixth Form staff. These are the Form Tutors, Ms Hemming and her 6th form team. Students will always be listened to and where possible, solutions will be suggested or found for areas of concern. Additional support is also available for students from the following staff: Miss Esmonde, SENDCo (*by appointment)* and the School Nurse (*by appointment).*

Truancy or missing lessons

- All students are expected to attend all timetabled lessons.
- Should a student truant a lesson/s this will be dealt with as per Appendix 1.
- Should this occur on several occasions the student will be invited to attend a meeting with a member of the Sixth Form team, the school Attendance Improvement Co-Ordinator and parents/carers to create a plan of improved attendance moving forward.

Attitude to learning

- Students are expected to demonstrate a positive attitude to learning.

The Sixth Form Team will take action with any students:

- Missing deadlines for an assignment after a written warning or final demand from a subject teacher.
- Presenting work which clearly indicates inadequate preparation following a written warning or final demand from a subject teacher.
- Showing lack of respect for others' learning, either in the classroom or Sixth Form Resource Area.
- Submitting work that is not their own and is subject to plagiarism.

The following action will be taken:

- There will be an interview with the Assistant Director of Sixth Form and contact made with home to inform that the contract has been broken.
- Should this occur repeatedly the student will be formally interviewed with parent(s) or carer(s) by the Head of Sixth Form and given a final written warning.
- Should this occur once a written warning has been issued, a decision on whether a period of suspension may be imposed will then be decided.

Dress

If we feel that a student is inappropriately dressed and, where they live within a proximity to the school, we will require the student to return home and change her/his clothes before returning to school. Alternatively, students will be asked to change in to school uniform where appropriate. Students should not underestimate the part that appearance plays in both their personal and professional development; thereby demonstrating their commitment to the school by following this dress code. If any student is unsure whether an item of clothing is permitted, they should bring the item with them to school and check with the Sixth Form team before they wear it during the school day. In all cases, on matters relating to the dress code, the judgement of senior members of staff is final.

Respect for the Community

- Any lack of respect for the community whilst identifiable as a student of RGS will result in consequences in line with the behaviour policy.
- Students are not permitted to smoke or vape when identifiable as an RGS student and any student found doing this may face a suspension.

- Any students found to display a lack of respect for the local community may have privileges such as going off site at lunch and home study removed.

These consequences have been drawn up following discussion and agreement that has included the Senior Leadership Team, the Sixth Form Team, members of Year 12 & 13 and the AAB. They will be applied should students not comply with the Behaviour Policy.

Academic Support

Where concerns are raised over academic performance, we will meet with the student and parent(s) or carer(s) at the end of Year 12 to suggest alternative curriculum pathways.

I agree with this Code of Conduct and Sixth Form Learning Agreement and will always support it. I understand that there will be consequences if by my behaviour I break this code or agreement in any way.

Behaviour Outside of School

Under DfE Behaviour and Discipline in Schools January 2017 the CEO or Principal have a specific power to regulate students' behaviour when they are not on the premises of the school and not under the lawful control or charge of a member of staff if they are identifiable as a student at the school. If a student behaves in such a way as to contravene the RGS Code of Conduct when out of school but under the lawful control or charge of a member of staff e.g. on a school trip, sanctions should be put into place as indicated in the Protocol for Incidents on School Trips.

If a student behaves in an inappropriate way while not under the lawful control or charge of a member of staff whereby the student's behaviour can be considered grounds for a suspension or permanent exclusion, the Principal will base a decision in line with the principles of administrative law i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

If inappropriate conduct is seen by a member of staff or reported to a member of staff, then a sanction should be put in place when the student is next in school.

Inappropriate behaviour includes use of all forms of social media and messaging, for harassing other students or school staff. The use of defamatory or intimidating messages/images inside or outside school will not be tolerated, and disciplinary sanctions will be applied.

Travel Conduct

This Code of Conduct sets out the standards that The Rochester Grammar School expects our students to meet when they are using public transport.

It also outlines the role that the students, parents/carers and the school play to ensure that the travel is safe and welcoming for all passengers.

Students:

1. Must arrive for the mode of transport punctually with a valid pass to travel or fare.
2. Act in a responsible manner when waiting for the transport to arrive – do not stand in an unsafe place. Do not engage in any behaviour that could negatively affect the reputation of the school.
3. Show your travel pass when asked.
4. Occupy seats before standing. Standing passengers must do safely. Do not distract the driver. Bags and equipment must not be placed on the seats or block the walkway.
5. Remain seated during the journey and do not inconvenience other passengers.
6. Comply with all instructions from your driver, especially in an emergency.
7. Disembark safely and crossroads with care – using the crossings in place if there are any.
8. Be courteous to other passengers.
9. Do not use foul language or behave in a disruptive way towards your peers and/or members of the public.
10. Do not throw food or any other object within the mode of transport or out of the windows.
11. When walking to school you must ensure that, you are respectful to the community by not shouting or blocking the pathway for others to use.

Parents/Carers:

1. Ensure your child is ready for the transport at the correct times.
2. Ensure that your child has a valid pass to travel or relevant fare.
3. Co-operate with the travel companies in responding to incidents of inappropriate behaviour.
4. Remind your child of the requirements of the code of conduct and the need for them to behave in a courteous, safe and responsible manner.

The Rochester Grammar School:

1. Supervise students when leaving the school site.
2. Respond to concerns and complaints regarding behaviour on transport and in the students' journey on foot to and from school.
3. Regularly raise issues involving travel with students in assemblies and events.
4. Liaise directly with travel companies (where able to) about any issues that are raised with the school.
5. Raise ongoing or more serious concerns with our Police/School Liaison Officer.

Behaviour on School Trips

Any incident that will impact on the risk assessment that was carried out prior to the trip. The action that is taken to ensure students' safety following the incident should be such that it will reduce the impact. It must be clear to the student that the consequence of the misdemeanour is to ensure her/his safety and that of others in the party. A copy of these procedures must be incorporated into the Teacher's Pack for the trip so that all accompanying adults have a copy.

Trip Eligibility
Curriculum Linked visits are non-behaviour ratio dependant (unless these form part of a planned residential visit.
Non-curriculum visits are typically behaviour ratio dependant – with students expected to be at a 90% or higher positive to negative behaviour ratio to have eligibility to attend.

Responding to an incident
Following an incident, the immediate action should be taken to ensure the safety of all members of the party:

- Take steps to safeguard against further incidents by isolating students from the scene.
- Send for immediate help.
- Administer first aid/ and or take immediate action to prevent further injury or trauma if relevant.
- Account for all students and staff by checking groups.
- Make appropriate arrangements for students not immediately affected.
- Ensure all accompanying adults are informed of the incident and of the action that has been taken.
- As far as possible access to telephones by students should be restricted initially until parents of students involved and/or CEO/Principal have been informed if necessary.
- In all cases a detailed written statement should be prepared as soon after the incident as possible by the member of staff who dealt with the incident stating the sequence of events; including timings, the involvement of other members of staff and the names of students who were witnesses. Care should be taken in the preparation of the statement as legal action might follow an incident.

On return the H&S officer should be provided with all the information regarding the incident and will advise on completion of accident report forms and on contacts with the LA and H&S Executive.

Severity of the incident:

Minor - e.g. failure to follow instructions that could have impacted on Health & Safety

- Student to be escorted by a member of staff for an appropriate amount of time.
- Parents should be informed on return.

Potentially serious e.g. one that could have resulted in prosecution

- Student to provide written statement of the incident.

- Parents to be contacted immediately by the member of staff leading the trip and informed of incident and the consequential action.
- Students should be allowed to phone their parents ***after*** the member of staff has informed them.
- Party Leader to inform Assistant Principal or SLT lead.
- Student to be escorted by a member of staff for the remainder of the trip. If there is more than one student involved in the incident they should be separated as much as possible, they should be put into different groups so that one member of staff is not overburdened with their care.
- Student should still take part in all activities unless the risk factor is raised to a level that would make this inappropriate.
- Any contraband goods should be confiscated by the member of staff leading the trip and dealt with appropriately. (Alcohol and tobacco should be handed to the parents on return unless it is a foreign trip since this could result in the member of staff exceeding their allowance, hence it should be destroyed.
- Parents should have an interview with Assistant Principal to discuss any issues and consequential action (students involved will not be allowed to take part in any future residential visits)
- Party Leader should adjust the Risk Assessment ready for future trips

An incident that results in prosecution

CEO/Principal to be informed immediately; Chair of Governors to be informed by CEO/Principal (If either is unavailable their deputies should be informed).

- CEO/Principal to inform the parents.
- Staff on the trip to inform the rest of the party and keep them updated to prevent speculation. Students should not be allowed to ring home until parents of the student have been informed.
- Staff in school should be informed as soon as possible.
- A press statement should be prepared by the Principal in case the incident results in press interest.
- The school should be informed, if appropriate.

Any sanctions for poor behaviour on trips / visits may include suspension or permanent exclusion.

The Use of a Mobile Device and/or Headphones

From September 2026, students are not permitted to have any mobile device/smart watch items upon their person during the school day. These must be switched to silent/off and be placed in lockers on arrival to school each morning. They must not then be seen or heard at any point during the school day. Any students who do not have an allocated school locker (through the deposit payment scheme) will be expected to not have any mobile device with them in school.

Staff will confiscate any devices seen, even if these are being carried/not directly in use.

We continue to strongly recommend to all parents/carers that no child under the age of 14 is provided with a smart phone enabled device. It will remain the responsibility of parents/carers to actively monitor and ensure that all communication and usage of such devices (where these have been given to a child) are used appropriately and within the expectations set out. This includes access to all social media platforms.

In the first instance of a mobile device confiscation, this will be handed to main reception, a 30min after school detention issued and the student will be permitted to collect this at the end of the school day.

Please note that any incidents of taking photos/filming/recording will receive additional sanctions in line with our behaviour for learning policy and will require a parental collection of the device – regardless of whether this is a first incident or not.

Any subsequent confiscations within any termly period will result in a parental collection being required and a one-hour SLT detention being issued, to be sat on a Friday after school.

Any headphone devices that are confiscated will require parental collection at an agreed time – regardless of whether this is a first instance or not. An after-school detention will also be applied.

The Use of Social Media

Students are not expected to participate in any form of social media or online communications, both within the school and in the wider community that may put themselves at risk or bring the school into disrepute.

Students who participate in online interactions must remember that their posts reflect on themselves, their families and the school. The expectations set out apply to any form of interaction with peers or adults that occur online.

Under no circumstances should any student/s set up any social media accounts – anonymous or not, under the guise of this being linked directly to the school. This can include through the unauthorised use of the school logo, name, images of students/staff etc. All accounts that are brought to the attention of the school of this nature will be reported to the relevant service provider/authorities where required.

Students are expected to abide by the following:

1. To protect the privacy of students and staff. Students will not, under any circumstances create digital video recordings of The Rochester Grammar School community members either on or outside of the school grounds including travelling to and from the school.
2. Students may not use social media to publish disparaging or harassing remarks about The Rochester Grammar School community members.
3. Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not bring the school into disrepute.
4. Students should under no circumstances use digital/AI editing software to create fake generative content involving other members of the school community – both students and/or staff.
5. Students will be mindful of other students' feelings and privacy when engaging in social media activity.
6. Students must not use group chats as a means of discussing and/or sharing hurtful, derogatory or malicious information regarding any member of the Rochester Grammar School community.

Parents/Carers are expected to:

1. Actively monitor the use of their child's social media and ensure all age restrictions are adhered to at all times
2. Not engage in any activity on social media that comments on individual staff or students.

3. Not to engage with social media conversations with children.
4. Report any concerns over inappropriate use of social media to the provider, the Police if necessary and inform their child's Head of Year.

Failure to abide by this policy will result in disciplinary action as set out within this policy, and may include the reporting of any concerns to the Police or other outside agencies.

Anti-Bullying Policy

The Rochester Grammar School takes all types of bullying extremely seriously because the best interests of the child is at the heart of what we do. Please see the Anti-Bullying Policy on the school's web site for further clarification. All cases of bullying will be investigated and dealt with accordingly.

Students can report any types of bullying to any of their teachers which will also include their form tutors and Head of Year or use the worry QR code and 'Report It' button on the school website.

Confiscation of and Searching for Inappropriate Items

Following the guidance from the DfE on Screening, Searching and Confiscation only the Principal / a member of staff will search students or their possessions, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item. Before any decision on conducting a search is made, the school will consider its obligations under the European Convention on Human Rights, and that any decision to search must be justified and proportionate to interfere with Article 8.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping paraphernalia
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence. To cause personal injury to, or damage to the property of, any person.

Establishing grounds for a search:

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other

students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to decide as to whether to conduct a search for an item.

Before any search takes place, the member of staff conducting the search will first explain to the student why they are being searched, how and where the search is going to take place and give the student an opportunity to ask any questions. The member of staff will always seek co-operation from the student before conducting a search, however where the student is not willing to cooperate with the search request, the member of staff will consider possible reasons for why this may be the case, before making a decision on how best to proceed. This may involve sanctioning the student in line with the school's behaviour policy, or restricting access to the school site. In this event, a student will not be suspended from school and their absence will be treated as unauthorised. The student can instead comply with any such request and attend as normal.

Location of a search:

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

During the search:

Extent of the search – clothes, possessions, desks and lockers:

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, 'outer clothing' also includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Lockers:

- Under common law powers, schools can search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether the student is present or not.
- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Staff conducting a search:

The search will be conducted by a member of staff of the same sex as the student being searched, with another member of staff present as a witness.
There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present **only**:

- If the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

Searching with consent:

School staff can search students with their consent for any item.

Also note: Schools are not required to have formal written consent from the student or parents/carers for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

Searching without consent/use of reasonable force
If it is deemed that a search is necessary, even without the student cooperating, it will be assessed as to whether reasonable force should be applied to conduct the search. A member of staff can use such reasonable force to search for any of the prohibited items identified above, but not to search for items which are identified only in the school rules. The decision to use reasonable force will be made on a case-by-case basis, and whether by conducting the search will prevent the student harming themselves or others, damage property or cause disorder.

The member of staff designated to conduct this type of search must:

- Have reasonable grounds for suspecting that a student is in possession of a prohibited item.
- Be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

Items found as a result of a 'without consent' search:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate, but this should not include returning it to the student.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.

This would include, for example, so called 'legal highs.' Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.

- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds vaping paraphernalia, tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of vapes, tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item, which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Record Keeping and informing parents/carers:

Any search by a member of staff for a prohibited item, or any searches conducted by police officers, will be recorded using the school's safeguarding software.

Parents/Carers will be informed as soon as possible when any searches for prohibited items have been conducted. A member of staff will inform parents/carers of what, if anything, has been confiscated and the resulting action that the school has taken, including any sanction that has been applied.

Confiscation:

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Screening:

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon, and without the consent of the students.

If a student refuses to being screened, the school may refuse to have the student on the premises. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student must comply with the rules and attend.

Strip Searching:

Strip searches on the school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A, and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Whilst the decision to undertake any form of strip search itself and its conduct are police matters, the school will continue to retain a duty of care to the student involved, and will be an advocate for the student's safety and wellbeing at all times.

Unless there is an immediate risk of harm, and where reasonably possible, school staff will inform parents/carers in advance of any such search taking place, even if the parent is not acting as the appropriate adult.

A record of any strip searches conducted on the school premises will be kept by the Designated Safeguarding Lead using the schools safeguarding software.

After the search:

The power to seize and confiscate items – General:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Follow up support after a strip search:

Whether or not any items have been found as a result of a strip-search, an assessment will be made to determine the level of additional follow up support that a student may require both within school, or through external agencies, referring to other professionals where required.

Searches dealing with mobile phones, USB Sticks and other Electronic Devices:

Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so.

In the event a student may have evidence relating to an incident on a mobile device, they will in the first instance ask to confirm (verbally) what they have on the device. Where this is deemed to have relevance, the student will be asked if they are happy to show the content of what they hold to a member of staff. In the event that the content is of inappropriate images, this will not be reviewed by staff, however the device will be retained and stored until the relevant professional services (police etc.) have been contacted regarding next steps.

When a phone check is conducted, a student will be asked to show the relevant information to a member of staff. At which point, where copies may need to be obtained – this will be discussed with the student and the actions conducted as required. It would then be advised whether any content needs to be deleted/removed from the student's device.

Parent/carer consent is not required for this action on the basis the student has provided verbal consent for the checks to be conducted within school.

In the event that the student is believed to have relevant information on their device but refuses to discuss/share this with a member of staff, the device will be retained until such point either parents/carers or the relevant professional services (where anything of a criminal nature may have been conducted) are able to visit to the school to check the device accordingly.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

Rewards Procedure

We believe the most effective means of reinforcing appropriate behaviour and motivating students to meet the school's work and behaviour expectations is through praise and rewards. Praise and rewards are given in recognition for a positive contribution to school life. Such a contribution includes sound academic work, effort and participation in extra-curricular activities and school events.

Article 29 of the UNCRC says that education must develop every child's personality, talents and abilities to the full. As a result the attention of staff is not to be limited to those whose academic work is outstanding or those whose behaviour is consistently poor. Good work and effort are encouraged by the awarding of House Points, direct positive praise, phone calls home, raffle nominations, student shout outs and Praise Postcards. Demonstrating the traits of the 6C's shown in and around school will be rewarded by using the same system. Each reward that your child is rewarded has a point total attached to it.

As a school we use ClassCharts and as a parent/carer, providing you have signed up, you will get a notification via the app that your child has been rewarded and what it is for. Once this has been done by the member of staff it will show up on your child's account.

The points that the students earn goes towards their House's total point tally for the House Cup, they can also use their rewards to buy things from the virtual shop that is on the ClassCharts web site. The points from the rewards also makes them eligible for 1 of 3 different prize raffles – Bronze, Silver and Gold which will be drawn at the end of each term. Which one your child will be entered into will depend on how many points they have and the prizes get bigger as they head towards the Gold raffle.

Another simple way in which a student can be rewarded is during a Learning/BfL Walk. If the student is nominated by their class teacher whilst these walks are taking place, then they will automatically be entered into a termly SLT raffle which will be drawn on the first week of every new term.

Some examples of what the student can be rewarded for:

Academic	Behaviour	Pastoral/wider school commitment	Six C's
• Secret Star • Excellent Work • Amazing Effort • Great Performance • Problem Solver • Excellent Home Learning • Great test score • Reading	• Helpful • Support for Another Student • Helping a member of staff • Helping the school environment • Leadership	• Praise Postcard • 100% Termly Attendance • No Lates Termly • No Lates whilst on Late Card • Excellent ATL grades • No Termly Behaviour Points • Mentoring	•Character •Communication •Critical Thinking •Creativity •Collaboration •Citizenship

		• Team Player • Coaching • Volunteering • Resilience • Community impact	

How these fit in terms of what reward is given?

Commendation/House Points:
Suggested criteria for awarding for academic work are:

- ✓ A piece of work that is above target grade
- ✓ Sustained improvement in standard of work i.e. the student does not have to get full marks but has to have improved from her previous level
- ✓ Sustained improvement in some other aspect of her work e.g. punctuality, attitude to learning etc
- ✓ A student completes a good week on a Progress Monitoring Card
- ✓ A student on punctuality card completes a week without and late marks
- ✓ For a student who uses 1 hr of their own time in helping for a form/year/house event

Secret Star:
Given every lesson to a student who has shown either:

- ✓ Exceptional effort during all or part of the lesson
- ✓ Outstanding classwork
- ✓ Outstanding Habits of Excellence

Praise Postcards:
- ✓ Significant and sustained improvement in work
- ✓ Obtaining above target (if target is A* obtaining target) in a major assessment
- ✓ When a 100% attendance and/or punctuality is achieved a term.
- ✓ Representing your subject area in a public arena (for example a musical concert)
- ✓ Giving up a significant amount (more than 3 hrs) of their own time to help with a form/house event
- ✓ Making significant improvement in attendance/progress

Student Shout-Outs:
If a member of staff thinks that a student has completed a brilliant piece of work, they will be able to submit this to our 'Staff Shout-Out' – students will receive 25 house points and a certificate.

Milestone Certificates:
Students will receive a ClassCharts Badge once they reach certain milestones throughout their academic year. To achieve a certificate, they need to have reached the following threshold:
Bronze: 300 house points
Silver: 600 house points
Gold: 900 house points

Platinum: 1200 house points

Consequences Procedure

We believe that all that we do is in the best interest of the child and that discipline in schools must respect children's dignity and their rights. Consequently, role of the sanctions system is to support the Code of Conduct and the Rewards System in achieving the aims of the Behaviour Policy. It should mirror the Rewards System in that there should be a fair and consistent approach to applying sanctions in response to poor behaviour. There must be a clear distinction between serious and minor infringements of the Code of Conduct.

An appropriate consequence is one which puts the matter right and encourages better behaviour in future. Thus, it is inappropriate to punish the whole group for the misdemeanours of a few or to impose a sanction that is designed to humiliate.

The Form Tutor's role is to support and encourage the student. They will be kept informed via the Head of Year as and when appropriate.

Aims:

- To develop a consistent pattern of consequences that are understood and agreed by all members of the school community.
- To provide a fair and equitable means of encouraging students and hence support the Behaviour Policy and the Code of Conduct.

Detentions:

Detentions can be given if appropriate. Detentions can be given during the school day without prior notice to parents.

Schools legally do not have to give 24 hours' notice for an after-school detention. However, for practical purposes and continued partnership with parents/carers the school will in most cases give 24 hours' notice. However the school may, if it feels appropriate, give "same day detentions" or detention after school without 24 hours' notice for:

- Repeated offences, particularly if detentions have previously been given with 24 hours' notice.
- The school deem it appropriate due to the seriousness or nature of the offence that a no notice detention should be given. No notice detentions will be agreed with the Principal or members of SLT and parents will be immediately contacted by the school using the emergency contact details previously supplied.

Where an issue requires a longer period of detention e.g. failure to complete coursework, the detention can take place as all or part of a CPD day, a Saturday or a day in the school holiday. Again 24 hours' notice will be given.

If a student fails to attend a detention, then it will be upscaled in line with the school policy – this will also accrue additional negative points if an SLT level detention is missed. A detention can be rescheduled to an alternative date in the event of a clash with a pre-planned medical appointment etc.

We kindly ask that parents/carers make contact with either your child's Head of Year in the first instance to request this in writing. Multiple missed detentions or a student refusing to attend/complete their scheduled detention may result in a student being withdrawn from lessons for a fixed period of time, or escalation though to a fixed period of suspension

Attitude to Learning
Each term subject teachers enter ATL grades for each student on their class, these grades range from 1-4.

The school code of conduct 'Respect for Learning' section identifies 4 criteria:

- A student should have all the necessary equipment/books for their lessons.
- Positive attitude: a student's actions should enhance their own learning and that of other people in the class.
- A student should participate in and complete all learning activities to the best of their ability.
- A student should meet reasonable deadlines set by teaching staff.

Grade	Description (Best Fit)
1	Has consistently met all the criteria this term to a high standard *Outstanding student with no sanctions*
2	Has normally met the criteria this term *A typical RGS student sanctions stage 0/1/2 on odd occasion*
3	Has met some of the criteria this term *1 stage 3 sanction or consistent stage 0/1/2*
4	Has not met most of the criteria this term *More than 1 stage 3 and or stage 4 sanctions*

Heads of Year will check these grades termly and any student who receives 3 (2 or more for Key Stage 5) or more grade 3 or 4s will be placed on a Progress Monitoring Scheme. Whilst on Progress Monitoring if students do not show any progress over a two-week period, they will be referred to their Head of Year and then a member of SLT if there is no further improvement.

Student representation in non-curriculum extra-curricular trips/activities
If a student wishes to attend a non-curriculum extra-curricular trip/activity they must have a 90% positive to negative ratio on Class Charts.

Ratio numbers can increase or decrease depending on the student's behaviour. Therefore, it is possible for a student to earn the privilege back. As a parent you can access your child's progress by logging on to the Class Charts app.

Late to lesson thresholds

All students are expected to arrive promptly to their timetabled lessons to prevent unnecessary delays for both themselves and their peers.

The following thresholds apply, at which point an after school 30min detention will be applied (where no valid reason has been provided as a direct cause of the lateness):

Lesson 1 – Any arrivals beyond 9.00
Lesson 2 – Any arrivals beyond 10.00
Lesson 3 – Any arrivals beyond 11.15
Lesson 4 – Any arrivals beyond 12.20
Lesson 5 – Any arrivals beyond 14.10
The above is relevant when the school is following a 2-2-1 timetable. Timings are amended accordingly when a 1-2-2 timetable is in place.

Please note that the above are typically indicated by the sounding of the school bell, however at different points in the school year (when exams are running for instance), students are expected to monitor and manage their own timekeeping to prevent any unnecessary sanctions being applied.
Lates directly after break and lunch are also recorded at the point the lesson begins (not five minutes into the lesson). This is due to the fact that between lessons, student movement is restricted by their point of departure from their previous lesson. As this is not the case during break and lunch time, students are expected to plan accordingly and begin heading to lessons on the sound of the first bell (which will be heard five minutes before the end of break time).

Suspensions and Permanent Exclusions

Suspension from school means that the pupil is not allowed into school for disciplinary reasons.

There are two types of suspension/exclusion:

- Suspension, which can range from half a day to a maximum of 45 school days in a school year (a child can also be excluded for lunchtimes)
- Permanent

Only the principal holds the final decision on whether any suspension or permanent exclusion should be issued. Where this decision is taken, the student, parents/carers, the governing board and LA will be informed without delay, along with any professionals such as an allocated social worker who support this student.

During a period of suspension, work will be provided for the student to complete during the period of time that they are not in school.

NB: Please see the TSAT Suspension and Permanent Exclusion From School Policy for more details.
Policies, Rochester Grammar School

Reintegration meetings

These meetings are held upon the return of a student from suspension. The reintegration meeting is conducted in the presence of a member of the Senior Leadership Team, the student and parent/carer. At the meeting the student is asked to reflect upon their actions and all parties consider what further interventions are needed to support the student, this may include referrals to external agencies.

Alternatives to Suspension

Withdrawal from Lessons:

This is an intervention method organised to try to prevent the deterioration of a student's behaviour and thus prevent a student become excluded from the school. The student will spend lessons in the school's Intervention Room facility which will always be manned by a member of staff. During break and lunchtimes, the student will be accompanied to get their food and drink and to go to the toilet if necessary. They will be directed during this time by their Head of Year.

Internal exclusions where the student is withdrawn from their peers during lesson time will normally last no longer than a week. Withdrawal during break and lunchtime may be longer, with integration being a phased process with a support system in place to assist with this process.

Withdrawal from lessons may be used if a student fails to attend a detention multiple times - whereby a rescheduled date is set and subsequently missed/refused to be attended.

Please note that a student maybe withdrawn from lessons whilst an investigation is taking place. If this occurs, then the same procedure as above will take place.

Off Site Provision

As a school we work closely with our local trust schools, and will at times utilise any other school's internal behaviour/reflection provisions to complete sanctions. This will be typically be for a set period of time and may also be issued alongside a formal period of suspension. Any use of off-site provisions will be discussed with parents/carers in advance.

Other alternatives to suspension include:

1. Restorative Justice
2. Mediation
3. Direction off-site for a fixed period (typically up to 12 weeks)
4. Managed Move – where this may be deemed by all parties to be a more appropriate longer-term measure to support the student, with the student permanently moves on-roll to another school setting.

Parental cooperation

If a parent does not comply with a suspension, for example by sending the excluded child to school, or by refusing to collect, or arrange collection of, him or her at lunchtime, the school must have due regard for the student's safety in deciding what action to take. This may involve the school making the decision to contact or seek support from external local authority services. A suspension should not be enforced if doing so may put the safety of the student at risk. If efforts to resolve the issue with the parents are unsuccessful the school should consider whether to contact the Education Welfare Service and seek the advice of the LA about available legal remedies.

Right to apply additional sanctions for individual year groups

As a school we reserve the right to make temporary amendments/issue additional sanctions for particular year groups whereby patterns of, or continuous, poor behaviour has been recorded. This may include the introduction of a behaviour contract, and agreed set of additional sanctions for repeat/patterns of behaviour, or loss of unstructured times such as break/lunch - until such a point that an overall improvement in general behaviour has been demonstrated.

Use of AI technology

We recognise the growing role of Artificial Intelligence (AI) in education and are committed to ensuring its use supports a safe, respectful, and inclusive environment. Students are expected to use AI tools appropriately and responsibly, only for educational purposes and in line with teacher guidance. Misuse of AI—such as generating harmful, misleading, or inappropriate content—is strictly prohibited. Using AI to engage in bullying, harassment, or to target others (e.g., creating fake messages, deepfakes, or offensive content) is considered a serious violation of our behaviour policy and will be dealt with accordingly. Any form of AI-assisted bullying will be treated with the same severity as traditional bullying. Students must not use AI to cheat or plagiarise, and all work should reflect their own effort unless collaboration is authorised. We aim to educate students on ethical AI use and promote digital citizenship in a rapidly changing technological world.

Appendix 1: Behaviour in lessons

<table>
<tr><th>Tariff</th><th colspan="2">Examples of behaviours for consequences – This list is not exhaustive.</th></tr>
<tr><td>C0

Pre-Warning
(0 Negative Point)</td><td colspan="2">A pre-warning may be used as a means of identifying a particular behaviour that needs to be corrected – this can be given individually or as a wider group. No sanction is applied; however students would be expected to respond to this warning to prevent any further escalation being required. A pre-warning may be given as a whole class instruction at any point in the lesson which clearly sets out expectations of a student – an example for instance ‘The whole class needs to work in silence of questions 1-3’ . A direct instruction has been issued that students would then be expected to follow.</td></tr>
<tr><td>C1

Verbal Warning
(1 Negative Point)</td><td colspan="2">• Lack of effort (single event)
• Disrupting learning (single event)
• Off-task (single event)
• Talking when silence is expected
• Corridor uniform discussion (kilt length, additional jewellery etc)
• Incomplete home-learning task
• Missing PE Kit item

NB: This list is not exhaustive.</td></tr>
<tr><td rowspan="2">C2

Lunchtime Detention

(3 Negative Points)</td><td>Subject-set
15 minutes</td><td>• Disrupting Learning (multiple)
• Off-task (multiple)
• Lack of effort (multiple)
• Incorrect PE kit (not resolved)/no PE kit
• No Home-Learning task submitted
• Cheating in a class test

NB: This list is not exhaustive.</td></tr>
<tr><td>Centralised-set
15 minutes</td><td>• Corridor conduct – running, shouting, screaming, dropping litter etc.
• Eating/chewing gum in classroom/corridors
• Late to school detention
• Make up/uniform expectations not met for arrival to lesson/lesson entry
• Lack of equipment for the lesson</td></tr>
</table>

		• Out of bounds area NB: This list is not exhaustive.
C3 **Afterschool Detention** **(5 Negative Points)**	**Subject 30 minutes**	• Learning disruption (persistent) • Off-task (persistent) • Lack of effort (persistent) • Refusal to respond to interventions • Casual swearing • Rudeness (can be applied for one off incidents) • Leaving the classroom without permission • Repeatedly refusing to take jewellery out for PE lessons • Failure for a KS5 student to attend ILC detention • Incorrect/no PE kit (repetitive) NB: This list is not exhaustive.
	Centralised 30 minutes	• Lateness to lessons • Truancy – return to lesson • Swearing in corridors • Repeated anti-social behaviour • Loss of/incomplete report • Uniform request refusal • Failed C2 Detentions • Phone/earphone confiscation – first incident per term NB: This list is not exhaustive.

C4 **Serious incident – resulting in removal from a lesson OR an applied SLT detention** **(7 Negative Points)** **SLT Friday Detention – 1hr**	• Removal from lesson (for on-going learning disruption, being off-task, lack of effort or serious one-off event) • Second incident of phone/headphones confiscation per term • Defiance • Persistent detentions • Persistent failure to adhere to the RGS code of conduct • Failed C3 detentions • Truancy – whole lesson • Inappropriate language towards a peer/member of staff including gestures. This could be actions or inappropriate noises • Failure to engage in positive conversation with a member of staff once subject teacher has tried to put in interventions and follow the BfL policy • Persistent leaving the classroom without permission/self-exiting/truancy/walking away from a member of staff NB: This list is not exhaustive.
C5 **Fixed Term Withdrawal Period** **(10 Negative Points)**	• Repeated C4 • Verbal abuse/aggressive or intimidating behaviour towards a member of staff or student • Persistent and escalated defiance of the school code of conduct. For example - Refusal to remove make-up and/or jewellery • Setting off the Fire alarm • Failure to follow the uniform policy in an agreed time period • Inappropriate language, including the use of racist and homophobic language • The use of social media to bully and intimidate others • Failure to follow the 'Travel Policy' • Vandalism • Bullying behaviour • Leaving site • Possession of either smoking or vaping paraphernalia • Defiance towards a member of the senior leadership team • Malicious allegations made against peers or staff • Use of devices to photograph/record within school, use within a PE changing room, or to record others without consent NB: This list is not exhaustive.

C6 **OSP (Suspension completed within an Off-Site Provision)** **(15 Negative Points)**	• Smoking/vaping on the school site • Use of mobile devices to either record/post about/make comments/or distribute images of another peer on social media • Inappropriate social media usage – including the creation of general AI generative images of others to cause upset/harm • Inappropriate physical contact (sexual) – consensual • Theft • Persistent disruptive behaviour; including reaching key negative point thresholds (-200 negative behaviour points). • Bringing the school reputation into disrepute NB: This list is not exhaustive.
C7 **Suspension** **(15 Negative Points)**	• Violence or assault. • Serious and/or persistent bullying – including online • Sexual harassment or harmful behaviour. • Racist, homophobic, transphobic, or other discriminatory abuse under a protected characteristic (Targeted/directed) • Drug/Alcohol-related incidents. • Serious threats to safety. • Persistent disruptive behaviour after extensive intervention • Use of generative AI to create content of an illegal nature – pornographic etc. NB: This list is not exhaustive.
C8 **Permanent exclusion**	• Supplying an illegal drug • Sexual abuse or assault • Carrying a weapon with intent • Arson NB: This list is not exhaustive.

Appendix 2: Negative points accumulation (Year 7 – 13)

NB: The interventions below will be at the discretion of the school and the milestones are a guideline as to when that intervention will take place. Some interventions will take place ad hoc depending on the need of the individual student.

Total Points	Intervention
40	• Community Service with Head of Year at lunchtime. • Head of Year to contact parent/carer. Agreed actions discussed • Form Tutor Monitoring Report
80	• PUR completed • Meeting to take place with parent/carer and HOY – Agreed actions discussed • Head of Year Monitoring Report
120	• Meeting to take place with parent/carer and AL – Behaviours and Attitudes/ Head of Year. • Behaviour contract + agreed intervention review • Associate Leader Monitoring Report
160	• PUR (Pupil Update Request) completed • Meeting to take place with parent/carer and member of SLT – Agreed actions discussed SLT Monitoring Report • Agreed intervention review
200	• Meeting to take place with parent/carer and Headteacher/SLT Member – Agreed actions discussed • Agreed intervention review • Headteacher Monitoring Report
225	• Behaviour Panel Meeting – Governor, Head of Year, member of SLT and parents/carers to attend. • Directed Off-Site Provision for a fixed period to be considered

Appendix 3: E-Safety Agreement

Students agree to:

- If I find any inappropriate content, I will contact a teacher immediately and follow the CEOP guidance
- Any portable storage (external hard drive, CD ROM or RW or memory stick etc.) must be checked at home using my own virus checking system.
- I will access the school system using my authorised account and password, which must not be given to any other person.
- I will respect the copyright and intellectual property rights of others.
- I will write email messages carefully and politely. As messages may be forwarded, email is best regarded as public property.
- I will not pass on any anonymous messages and chain letters to anyone and report it immediately
- I will not engage in any public chat rooms.
- I will not use the school network for any personal financial gain, gambling, political purposes or advertising.
- I will use the printing facility responsibly and for educational use only.
- I will only use ICT in school for school purposes.
- I will only use my own school email address when emailing within the school network.
- I will only open email attachments from people I know, or who my teacher has approved.
- I will not tell other people my ICT passwords.
- I will only open/delete my own files.
- I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this, I will tell my teacher immediately.
- I will not give out my own details, such as my name, phone number or home address.
- Irresponsible use will result in the loss of computer access.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any member of the school community
- I know that my use of ICT can be checked and that my parent/carer contacted if a member of school staff is concerned about my E-Safety.
- I will not use generative AI as a means of causing harm/upset to any other member of the school community

The school may exercise its right by electronic means to monitor the use of the school's computer systems. This includes the monitoring of web sites, the interception of emails and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system, or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery, which is unauthorised or unlawful. This will take place without warning.

Appendix 4: Register for viewing CCTV images

CCTV images contain the personal data of staff, pupils and visitors therefore it is important that data is only shared and viewed when we have a legal right to do so.

Full information can be found in the Trust CCTV policy at www.tsatrust.org.uk/about/policies/ or guidance can be sought from Lee Miller DPO or Kelly Denton Deputy DPO.

Pupils viewing CCTV as part of Behaviour Management

Images from CCTV can be shown to pupils to assist with behaviour management and to ensure pupils take responsibility for their behaviour, if it is necessary and proportionate to do so.

A decision on whether it is necessary and proportionate must be made by the Principal/Principal, Director of Education, DPO or Deputy DPO.

When making this decision the authorising individual must consider the following:

- The severity of the incident
- The number of individuals captured in the images
- The actions of the other individuals in the images
- If the images can be reasonably redacted or reduced
- The context of the behaviour of the student and the impact this strategy will have in their behaviour management

A log of all requests, authorisations and viewing records must be recorded on this form and held with the Academy GDPR lead. Please note requests that are not agreed must also be recorded on this form.

A request to share CCTV images with any other individuals other than the pupils in behaviour management or staff within the Academy must be agreed and logged with the DPO or Deputy DPO.

Date of Request	Brief outline of request including date of CCTV image, what it captures and number of people in image	Signature of authorising individual	Notes from authorising individual	Date of viewing	

Appendix 5: Student conduct during assembly

Students are expected to enter the assembly hall in silence and remain in silence whilst seated. If a child displays low level disruption – for example talking, and this stops quickly, the student at the end of the assembly will be asked to remain behind and they will then be spoken to and sanctioned by a member of staff.

If a student displays a constant level of disruption or behaves in a way that prevents others from listening then they will be removed instantly from the assembly hall and sanctioned.

Appendix 6: Punctuality

Students are expected to be on site and in their Tutor Rooms at 8:35am. Any student arriving after that time will be sanctioned as they enter the grounds.

A late sanction will be a Centralised Lunchtime Detention on that day, unless they already have a lunchtime detention. If they do then the next available date will be issued.

If a student accrues a number of late marks to morning and afternoon registration the following procedures will take place:

- 5 late marks – Form Tutor discussion
- 10 late marks – Head of Year will email and make contact with home.
- 20 late marks – Head of Year will telephone the parents to discuss their child's persistent lateness.
- 25 late marks – Head of Year will arrange for parent/carer to come in for a meeting - ***Following that meeting an action plan will be put in place.***
- 30 late marks – The students name will be given to the attendance officer Mrs Winder.
- At this point the Head of Year will monitor and the student loses their lunchtimes until a sufficient progress is made.
- Moving forward if the student is late twice in one week the student loses their lunchtime for a week.
- 40 late marks possible referral to Early Help Services to support the family.

If a student is late because of public transport services they will not be held responsible for this as it is out of their control.