

North Halifax Grammar School

Behaviour Policy



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| Approved by: | Full Governance Board (Standards Committee) |
| Date approved: | 14 th February 2018 |
| Next review: | Summer Term 2020 |
| Policy owner: | Vice Principal – Behaviour, Safeguarding and Inclusion |

The purpose of the Behaviour for Learning (BfL) Policy is to encourage students to display the behaviours listed in the school's ethos statement. The BfL policy also provides guidance on how the school's staff will use their professional judgement and expertise to respond to any poor, unacceptable or unsafe behaviours in school.

The BfL Policy provides staff with a variety of means to encourage and reward excellent learning behaviours and good citizenship.

Basic Rewards System

Teachers will award stamps which will be recorded in the relevant pages in the back of students' planners. 5 stamps add up to one credit.

Credits will be rewarded by certificates as follows:

| Credits | Level | Validated by |
|---------|-------------|-------------------|
| 50 | Bronze | Form Tutor |
| 100 | Silver | Form Tutor |
| 150 | Gold | Form Tutor |
| 200 | Platinum | Year Group Leader |
| 250 | Diamond | Head of Section |
| 300 | Distinction | Vice Principal |
| 350 | Outstanding | Principal |

Students will collect certificates from the reprographics room and their achievement will be recorded in SIMS (the School Information Management System). Students should then get their certificates validated by asking the relevant member of staff to sign it (see table above). Passing credit thresholds will also allow students to access a rewards programme. In addition to stamps (credits) teachers can also reward students for notable contributions with positive comments. The comments to be used will be as follows:

| Comment Code | To be awarded for | Comment Code | To be awarded for | Comment Code | To be awarded for |
|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| E1 | Enthusiasm | C1 | Creativity | M1 | Good Manners |
| E2 | Enquiry | C2 | Cooperation | M2 | Mindfulness |
| E3 | Engagement | C3 | Confidence | M3 | Motivation |

The following additional rewards are available to recognise different sorts of achievements:

| Recognition | Awarded for |
|---|---|
| High Performer (HP) Status | Meeting the subject's HP criteria |
| Excellence Certificates | Outstanding pieces of work |
| Good Citizenship Certificates | Service to the community/charity work etc |
| Leadership Awards (Year 8 & Year 10 only) | Meeting published criteria |
| Readership Awards (Year 7 & Year 9 only) | Meeting published criteria |
| Subject Postcards | An excellent term's work that stands out from the class / or their own previous achievements |
| Commendation | Consistently good and outstanding work and effort across the year |
| Principal's Award | Outstanding scholarship and all round contribution to school life (by application and portfolio, criteria published separately) |

Notable achievements will be celebrated publicly, for example, in assemblies, in newsletters and the annual Prize Day event, as appropriate.

Sanctions

Children, adolescents and young adults sometimes make poor decisions and/or mistakes which need to be addressed. Poor, unacceptable or unsafe behaviours will lead to sanctions/consequences. Staff will use their professional judgement to deal with issues as they see fit within the following guidelines.

The school will recognise 5 tiers of behavioural issues, each of which will be dealt with in an appropriate manner to stop the poor behaviour and secure positive change in future.

| Tier | Examples of behaviour at this tier |
|-------------|---|
| 1 | Uniform issues, lateness, calling out in class, boisterous behaviour out of class etc. |
| 2 | Repetition of Tier 1 behaviours, rudeness, disruption of class, inappropriate language |
| 3 | Persistent repetition of Tier 1 behaviours, repetition of Tier 2 behaviours, serious disruption, swearing, fighting, low level bullying, outright defiance of a member of staff, etc. |
| 4 | Serious incidents, repetition or persistent repetition of lower tier behaviours (1-3) aggravated or repeated bullying etc. |
| 5 | Very serious incidents or repetition / persistent repetition of lower tier behaviours (1-4) Behaviours leading to fixed term or permanent exclusion (see Exclusions Policy) |

When dealing with behavioural issues, staff will use their professional judgement to determine the tier they consider best matches the matter(s) being dealt with. The tier may change as new information comes to light or if students respond poorly, or as a result of consultation with other staff.

The behaviour tier will determine who makes the final decision on appropriate sanctions:

| Tier | Staff with the authority to impose sanctions at this tier |
|-------------|--|
| 1 | All school staff |
| 2 | All school staff |
| 3 | Teachers, subject leaders and pastoral leaders |
| 4 | Members of the Leadership Group, Heads of Section |
| 5 | The Principal |

The school may impose a range of sanctions which include:

- Verbal warning / reprimand (Tier 1)
- Negative comment (Tier 2)
- Intervention by teachers or support staff (Tier 2 +)
- Detention (from 5 minutes to 2 hours at either break, lunch or after school) (Tier 2 +)
- Loss of privileges (Tier 3 +)
- Community Service (e.g. litter picking) (Tier 3 +)
- Relocation / Isolation (Tier 3 +)
- Report (Tier 3 +)
- Remove from trips / visits / activities or teams (Tier 4 +)
- Senior Staff Supervision (Tier 4 +)
- Exclusion (Fixed Term or Permanent) (Tier 5)

(This list is provided for illustrative purposes and is not exhaustive)

If sanctions at Tier 4 and above are imposed, the school will provide formal communication, in writing, explaining the steps currently being taken and likely future consequences if poor behaviour persists.

Negative Comment Codes used at Tier 2

| Code | Meaning |
|-------------|--|
| B | Behaviour. Inappropriate, unacceptable or disruptive behaviour in class |
| BP | Behaviour Pastoral. Inappropriate, unacceptable or disruptive behaviour around school |
| U | Uniform. Uniform has been worn incorrectly |
| M | Mobile. Phone or other digital device has been used inappropriately. |
| HD | Homework Deadline. Homework deadline has been missed. |
| HQ | Homework Quality. Homework is of poor quality relative to student's ability |
| T | Test. Test or formal assessment result is disappointing relative to student's ability |
| E | Equipment. Student has not brought required equipment to class |
| A | Attitude. Student has shown a disappointing attitude to learning in class e.g. lack of engagement or poor collaboration |

Recording / Reporting

No record will be made of Tier 1 issues.

Tier 2 issues will be recorded by a comment code through SIMS. Comments will be reported weekly to parents, form tutors and Year Group Leaders / Heads of Section via email. Summaries of comments over the year will also be reported at monitoring points. Reports will be produced daily if a student is on report.

Tier 3 issues and above will be recorded in writing in the school's behaviour logs and in student files. They will generally be reported directly to parents/carers by phone, email, letter or detention slip. Due to confidentiality restrictions, you will need to notify the Principal in writing if you wish to be supplied with a copy of your child's behaviour logs. The school will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

SHARP

A lesson protocol produced by and for the students of NHGS is followed in all lessons.

S – Remain **silent** when the teacher is talking or anyone is contributing. Never shout out.

H – Bring all necessary equipment and **homework** to the lesson to maximise learning.

A – Arrive to every lesson with a good **attitude** to learning and a growth mindset. 100% effort is required.

R – Always behave **respectfully** towards staff and fellow classmates – do not distract or annoy others

P – **Phones** must only be used for school work in lessons and only with permission from a member of staff.

The immediate consequences of not being SHARP are:

1st infringement: student warned, name put on board – no further sanction.

However, if phone – taken until end of lesson – comment logged on SIMS.

No homework without good reason – comment logged on SIMS.

2nd infringement: (in same lesson): tick by name on board (a behaviour comment will be logged on SIMS)
10 minute detention, run by teacher.

3rd infringement: (in same lesson): student sent to another classroom to work; a subject detention will be issued (30 minutes, logged on SIMS and run by Head of Department), contact home to parents from the teacher involved in the episode.

Guidance on effective behavioural management

There are a number of principles that underpin effective behaviour management, to which all staff should have regard:

- Staff should try to predict when and where any poor behaviour might arise. They should then take steps to prevent it from arising and to minimise its impact;
- When intervening to stop or prevent any poor behaviour, staff should assure their response is proportionate. Staff should model the courtesy and respect they would expect to see from students;
- Behaviour is generally modified more effectively through the use of praise and rewards than through the imposition of sanctions;
- When staff are dealing with incidents of poor behaviour they should only criticise the poor behaviour, not the person responsible for it;
- While students should expect there to be consequences for poor behaviour, the key is for behaviour intervention to have impact and bring about improvement in future;
- It is important that communication with students and/or parents makes it clear why any poor behaviour is unacceptable and what standards and expectations need to be met in future;
- When issuing sanctions, staff should always talk incidents through with students and point out how the student should behave differently / make different decisions in future to avoid further disciplinary action.