

North Halifax Grammar School

Behaviour for Learning Policy



Approved by:	Full Governance Board (Standards)
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Policy owner:	Leadership Group

Behaviour for Learning Policy

Managing behaviour effectively is a prerequisite for creating a successful school. Without good discipline in a school, teachers cannot teach and students cannot learn as well as they should. Our behaviour policy is central to the delivery of key parts of our vision and key strategic objectives. It is vital to our mission.

Only a school with outstanding behaviour can be, “the school that everyone wishes they went to; where...excellence is standard; where everyone strives to achieve their goals and is mindful of the right ways to do so.” (NHGS Vision Statement) and “...a school where our behaviours create excellence” (NHGS Mission Statement). Furthermore, a school has to have outstanding behaviour to be, “...a school where everyone is safe, is valued, and enjoys the highest possible level of personal well-being,” and “...a school where all students make excellent progress... as a result of world-class teaching, learning and assessment” (NHGS Key Strategic Objectives).

Outstanding behaviour underpins everything we believe in and strive for as a school. Our Ethos Statement identifies nine qualities and their associated behaviours that create excellence at NHGS. The purpose of our behaviour policy is to encourage our students to adopt these qualities and behaviours in order to succeed in both their academic and personal development. NHGS develops students to be; Co-operative, Creative, Confident, Mannerly, Motivated, Mindful, Enquiring, Enthusiastic and Engaged. Central to all of this is the ability to work co-operatively with other members of our community for the benefit of all.

All communities (especially institutions such as schools) need rules. Our school rules are designed to be as simple and clear as possible.

NHGS School Rules

Safety, security, and the school's reputation depend upon students' behaviour and appearance. The school rules apply to students when they are at school, travelling to and from school, representing the school in sports and other activities, and when they are taking part in school visits and trips. The relevant rules also apply when students are communicating online (see the ICT Acceptable Use Policy for details).

1. All reasonable requests or instructions from members of staff must be complied with.
2. All students are expected to show proper consideration for other people and for property.* Students should always be polite, kind and honest.
3. School uniform must be worn correctly. Sixth Form students must adhere to the Sixth Form Dress Code. All students must wear their lanyards at all times except during P.E.
4. Students must stay within the school grounds. Only students who have been given prior permission to leave the school premises may do so.
5. Cigarettes, vapes, alcohol, and any illegal and / or dangerous substances are forbidden to all students, both on the school premises and on the journey to and from school.
6. No item which is deemed to be dangerous** must ever be brought to school. §
7. No item must ever be used as a weapon*** §.
8. Chewing gum is not allowed in school.

9. The ICT Acceptable Use Policy must always be followed.

* This rule refers to the Governors' Charging Policy, which enables the Principal to charge any students for damage which is caused deliberately or carelessly.

** The following is an illustrative list of items which are deemed to be dangerous. This list does not constitute a comprehensive list and is to be regarded as guidance only: firearms, air weapons, knives of any sort, fireworks, lighters, matches, laser pens.

***A weapon for these purposes is any item which can be used or can be adapted to be used to threaten or cause actual or perceived injury to any person.

§ If the school has reasonable grounds to believe that a student may be in possession of banned substances or a weapon in school, the school has the right to search the student's person and belongings. Such searches will always be carried out in accordance with the government's guidelines which can be viewed via the school website or the DFE's website. Parents will be notified by the school if such searches are made.

The way we enforce these rules and develop the positive behaviours that help us to create excellence is described below.

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 achievement comments via the SIMS (School Information Management System)/Edulink system

Achievement comments will be rewarded by certificates as follows (exact numbers may vary year on year, this is a general guide):

Achievement comments	Level	Validated by
100	Bronze	Student Progress Tutor
200	Silver	Year Group Leader (in assembly)
300	Gold	Head of section
400	Outstanding	Principal/Vice Principal

Students will collect certificates from their SPT who will present it in form time and their achievement will be recorded in SIMS. Students should then get their certificates validated by asking the relevant member of staff to sign it (see table above). Passing Achievement comment thresholds will also allow students to access a rewards programme.

Achievement comments fall under the following categories linked to the school's ethos statement:

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
Excellence Certificates	Outstanding pieces of work
Leadership Awards (Year 8)	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)

In addition to the rewards outlined above Year Group Leaders will recognise positive behaviour each half term by students and form groups. This system will monitor the number of positive comments students receive each half term and reward a number of deserving students with a privilege. This reward will typically take the shape of an additional non-uniform day or an early lunch pass for the students recognised and will be distributed at the discretion of the Year Group Leader.

Notable achievements will be celebrated publicly, for example, in assemblies, in newsletters and the annual Prize Giving 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. Behaviours which hinder the individual student’s academic progress or that of other students will also lead to sanctions.

Staff will use their professional judgement to deal with issues 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 for the 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, inappropriate language, disruption of other students’ learning, , missed homework, poor quality homework, poor quality classwork
3	Persistent repetition of Tier 1 behaviours, repetition of Tier 2 behaviours, serious disruption, swearing, fighting, 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 +)
- Restorative Service (e.g. litter picking) (Tier 3 +)
- Relocation / Isolation (Tier 3 +)
- Report (Tier 3 +)
- Removal 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 are imminent or if Tier 5 is imposed, the school will provide formal communication, in writing, explaining the steps currently being taken and likely future consequences if poor behaviour persists.

Examples of 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
CQ	Classwork Quality. Classwork 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/Edulink One and reported to parents, Student Progress 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 SIMS and student records. 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 record. 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 an enthusiastic **attitude** to learning and a growth mindset; only your best is good enough!

R – Always behave **respectfully** towards staff and fellow classmates

P – **Phones** must be kept in bags in lessons and only used if specifically instructed by the teacher

The immediate consequences of not being SHARP are:

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

2nd Infringement: (in same lesson): tick by name on board (a behaviour comment will be logged on SIMS/Edulink One). Restorative conversation at a convenient time to the teacher before next lesson (potentially straight after the current lesson if possible).

3rd Infringement: (in same lesson): student removed by LG member and works in isolation or SSA (for SEND students), contact home to parents from the teacher involved in the episode. Departmental detention issued by teacher involved in incident. Teacher to have restorative conversation during detention or before next lesson.

NOTE: the following behaviours sit outside the 3 infringements outlined above:

- If phone used without permission - p1-3 phone taken until 12.45pm (handed in at reception for student to collect) - behaviour comment logged on SIMS/Edulink One. P4-5 phone taken until end of lesson then returned, behaviour comment logged on SIMS/Edulink One.
- No homework without good reason - negative comment logged on SIMS/Edulink One and student completes homework by the next lesson.

For persistent poor behaviours (e.g. regularly missing homework or disruption of learning across several lessons) teacher/HOD may escalate straight to a Departmental detention.

Departments will designate a weekly lunchtime or after school slot when departmental detentions can take place.

HODs and YGLs will receive weekly behaviour reports regarding their subject or year group.

Guidance on Effective Behaviour 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 (predict, Prevent; Minimise);
- When intervening to stop or prevent any poor behaviour, staff should ensure 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 for the 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 coach the student on how they should behave differently / make different decisions in future to avoid further disciplinary action.