

North Halifax Grammar School

Behaviour Policy



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Policy Owner	Deputy Headteacher – Dean of Students

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NHGS strives to create an inclusive, positive and safe environment for its school community. This is underpinned by calm, consistent adult behaviour which is rooted in empathy and respect. We wish for students to be “Ready-Respectful-Safe” in every aspect of their lives inside and outside school.

Relational Behaviour Rationale:

Relationships are central to exceptional behaviour for learning: “Developing a culture where relationships sit at the heart of everything can make a fundamental difference to children’s ability to thrive in school” (Dr Pooky Knightsmith, SecEd: Relational Practice: Improving behaviour and school Culture, 2022). The idea of “Relational Practice” focuses on the key role of the relationship between teacher and student in the development of positive behaviour and conduct. Young people need teachers who make them feel safe, who treat them with consistency and respect and who strive to build trust over time.

We live in a school community and must respect each other’s dignity, working together for a common purpose: to create a happy, safe, ambitious, and successful learning environment where we see and treat each other as an extension of ourselves.

Creating a framework in which the behaviours needed for that kind of community to flourish involves a strong focus on pre-emptive systems, rewards, and certainty of consequences. To support the development of high standards of behaviour and helping young people to overcome the challenges they find in meeting those standards, we will provide a variety of forms of support.

Guiding Principles:

- The school aims to teach trust and mutual respect for everyone. It believes that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long scholars.
- North Halifax Grammar School is an inclusive community. We welcome students from a wide variety of cultural and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.
- We expect students to treat staff and each other with consideration and to respond positively to the opportunities and demands of school life. They should follow the school’s rules and regulations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.
- The school’s rules and regulations are designed to encourage positive behaviour and self-regulation. Sanctions are imposed fairly and after due exploration and reflection.

All members of our school community should actively exhibit and promote through their behaviours the following:

Ready to learn and take on the opportunities of the day, being **respectful**, and feeling **safe**.

We are Ready to learn:

- We arrive on time
- We are fully equipped
- We wear our uniform correctly and proudly
- We adopt the correct mindset to seize the opportunities of lessons

We are Respectful:

- We listen to each other and our teacher and if we disagree, we disagree with respect for the other person's position
- We care for all our community through our actions and choices
- We care for our environment and our surroundings

We are Safe:

- We are never verbally or physically unkind to each other
- We tell people and seek help when needed
- We make sure we are in the right place

Roles and responsibilities:**The Role of the Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Role of the Governance Board

The governance board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

Staff**The Role of Student Progress Tutors**

Tutors play a pivotal role in monitoring the achievement, behaviour and therefore the overall progress of their tutees. Tutors are the first port of call for students in the morning and are thus very important in setting the expectation, standard and most importantly nurturing positive relationships with their students. In relation to behaviour, tutors should:

- help to support individual students with areas of concern, particularly behavioural concerns
- support their subject colleagues' efforts to guide and to support individual students
- SPTs may use a 'report' for periods of one or two weeks in order to support their tutees.

The YGL should also be kept informed of progress

Teaching and Associate Staff

All teaching staff are responsible for implementing the behaviour policy and following the school's Behaviour and Culture Guidance, our policy and subsequent procedures.

The Role of Year Group Leaders (YGL) and Heads of Section (HOS)

YGLs/HOS ensure that information flows smoothly between subject teachers, HoD and SLG including parents/ carers, ensuring that reports and other documentation can be collated and produced at the relevant stages in these procedures. YGLs role model our positive behaviour approach with students, engage in restorative conversations and monitor the behaviour and progress of their relevant year groups and ensure that a consistent approach is maintained by tutor teams.

When matters escalate beyond the HOS Level, the HOS will then engage with the relevant member of SLG.

Parents / Carers

Parent and carer involvement in school contributes to improved student lifelong learning, health and wellbeing. This partnership is strongly related to improved student learning, attendance and behaviour. This student, parent and carer and school partnership is collaborative based on effective communication, mutual trust and respect and shared responsibility for the education of all students at the school. This partnership includes establishing expectations, rules and guidelines for student learning and behaviour in school and at home.

Parents / carers are expected to:

- Support their child in adhering to the student pledge in the home/school agreement.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Student code of conduct

Parents/ Carers and students agree to meet the high expectations set out by the school regarding behaviour. This forms the home school agreement that is agreed to by all. Students are expected to:

- Listen with understanding and empathy - Devoting mental energy to another person's thoughts and ideas; making an effort to perceive another's point of view and emotions.
- Managing impulsivity – Thinking before acting; remaining calm, thoughtful and deliberative: Ready-Respectful-Safe
- Apply past knowledge to new situations - Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned
- Remaining committed to continuous learning – Understanding you have so much more to learn! Having humility and pride when admitting you don't know; resisting complacency

Good behaviour is achieved through encouraging respect and the combined use of Rewards and Consequences.

Student Rewards:

Positive Behaviour: The school's rewards system is a critical part of motivating students in their learning and in developing a sense of responsibility for effectively managing their own learning. It also plays a key role in recognising students' progress, achievement and leadership skills. Everyone responds to praise better than they respond to criticism. It is within

the teacher's professional judgement to reward students for behaviour that goes beyond these suggested areas. For example, department specific reasons. Other rewards may include: postcards home, phone calls home, reward events (celebration breakfasts for example).

Human beings are motivated by acknowledgement of their work, praise and reward. In the classroom, praise is the most powerful tool we have for managing the behaviour of our students - verbal praise. Praise changes relationships, raises self-esteem, increases motivation and improves attitude to teacher, subject, and school.

Rewards are a crucial part of the NHGS behaviour system. However, the emphasis on praise is in developing an individual's intrinsic motivation and self-esteem. Rewards should be used to celebrate student mastery and support of others.

Student Consequences

We ensure that students receive fair and consistently applied consequences for behaviour that does not meet our community expectations. However, we also display flexibility in our use of consequences to take account of individual circumstances on a range of indicators including student vulnerability. Students need to feel the certainty of consequences and feel equally safe that consequences will be applied justly and fairly.

"It is not the weight of punishment that will produce the best behaviour but the certainty that there are consequences for crossing the boundaries." (Obsuth et al., 2017).

The certainty and consistency of the use of sanctions are the most important factors for changing behaviour. For behaviour change to occur, the sanction must be **proportionate and fairly applied**. Sanctions give students what they need to change behaviour. If poor behaviour persists, the choice of sanction has possibly not been suitable.

Students' behaviour can sit in one of 3 zones, all relating to Ready-Respectful-Safe behaviour. The zones are dictated by the level of impact the behaviour has:

Behaviours in zone 1 are affecting students in the current classroom therefore this should be dealt with by the classroom teacher using a range of behaviour management strategies.

Behaviours in zone 2 may be more persistent and may require the involvement of another member of staff e.g HOD with communication home (via Edulink behaviour comment then phone call by Classroom teacher)

Behaviours in zone 3 go against school values and require the involvement of YGL/HOS/SLG with the support of the classroom teacher.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- Verbal reprimand
- . Take student planner and put on teacher desk to review student's behaviour for the rest of the lesson and decide at the end on a potential consequence or not
- . Move the student within your classroom
- Relocation to HoD's room for supervised study
- . Behaviour comment

- Detention at break or lunchtime, or after school
- . Loss of privileges
- . Restorative service (community service e.g. litter pick, classroom tidy)
- . Removal from trips/visits/activities or teams
- Referral to HoD, YGL, SLG, SENDCo for follow up
- Letters or phone calls home to parents
- Monitoring report (Pastoral or departmental)
- . Internal isolation
- . Exclusion (fixed term or permanent)

5 pillars of positive behaviour at North Halifax Grammar School

- 1) **Consistent, calm adult behaviour** – consistency, adult behaviour, emotional control, teacher expectations

Adult behaviours are critical to good behaviour management and our adult responses to the behaviour of students should model our expectations for their behaviours. The emphasis is always on calm and clear conversation about behaviour relating to the three core ideas (*Ready, Respectful and Safe*) or more specifically the habits of learning which will help them succeed in their studies.

- 2) **First attention to best conduct** – rewards, recognition (Recognition board), praise, motivation, engagement

Staff are required to maintain an ethos of positive behaviour management and give full recognition to good conduct. Staff identify, recognise and highlight good behaviour for learning; this is done verbally in the main. Every opportunity is taken in and outside of lessons, to take notice of the positive behaviours so prevalent in the school. This ensures that the story of successful behaviour is at the forefront of our minds.

- 3) **Relentless routines** – rules, routines, follow-up, teacher habits, non-verbal cues

There are a number of routines and systems in place which support the behaviour for learning. These are designed to ensure that all members of staff actively ensure that standards are kept across the school.

- 4) **Scripting difficult interventions** – de-escalation, disruption, delivering sanctions, confrontation. Scripting conversations allows for consistency in interactions with students.

- 5) **Restorative conversations** – restorative practice, structuring sanctions, working with the most troubled, developing relationships. Restorative conversations are important between staff and students as well as between students. In most cases, this is scripted for a 5 minute conversation when there has been a consistently poor level of behaviour. Year Group Leaders and SLG role model restorative conversations with staff. A fresh start is important in re-setting the tone for enabling students to be *Ready, Respectful and Safe*.

Classroom Behaviour

It is at the individual teacher's discretion as to how they apply consequences with ***the guiding principle of giving the student what they need to change behaviour.***

For serious in-class behaviour - racist language, homophobic language, violence, absolute defiance, SLG will be called to remove the student (via the NHGS emergency phone number).

There is no one fixed punishment for a particular poor behaviour, it is for the teacher to consider the severity of the issue, the response of the student and whether this behaviour is becoming persistent. Teachers will select a consequence that gives the child what they need to change their behaviour; it should be proportionate and given with empathy.

The classroom teacher will quickly re-establish a positive relationship with the student following a detention or removal from the classroom. A prompt restorative conversation will be scheduled at a convenient time to the teacher.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. If any teaching colleague believes a student in their teaching group may be a victim of bullying they should discuss their concerns with that student's SPT or YGL.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Whilst this behaviour policy refers mainly to the behaviours of students within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when students are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a student from our school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

In the incidences above, the Headteacher may notify the police of any actions taken against a student. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Reasonable Adjustment

The school will make reasonable adjustments for managing behaviour which is related to a student's Special Educational Need or disability. Staff will seek advice if they are unsure about how to manage a student's behaviour where this is related to a Special Educational Need or disability.

Confiscation

Any prohibited items such as but not exclusively:

- Lighters
- Matches
- Weapons or items to be used as a weapon
- Gas canisters
- Cigarettes or associated accessories
- Alcohol
- Drugs or associated accessories
- Vapes and vaping accessories

found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Mobile phones

We operate a policy of '**On site, Out of sight**' when it comes to mobile phones and headphones at NHGS (exception re ear defenders for neurodiverse students). Students are permitted to bring mobile phones and headphones onto site but should have them switched off and out of sight at all times during the school day, unless a member of staff gives them permission to use it in a lesson. We recognise the journey that students make travelling to and from school. Students do however bring these items in at their own risk. If mobile phones or headphones are seen in use without exceptional reason, they will be confiscated and a behaviour comment recorded on Edulink. Confiscation will be until the end of the day - student to collect from Lower Foyer (in the first instance). If this happens for a second time, it will be confiscated for 2 days (including one evening) and if it occurs a third time, a 5 day confiscation (returned at weekends) and parents will be required to come and collect the device.

Sixth Form students are permitted to use mobile phones in designated areas. Phones are not to be used in the Library as there are sufficient computers or chrome books for students to access online learning tools.

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis. This plan will be shared with teaching staff. If teaching staff notice persistent behaviours which they think may indicate an additional need, they should make a referral to the SEND department.

GDPR

Following allegations made against Staff employed by North Halifax Grammar School GDPR dictates that actions taken against either by external agencies and or NHGS are of a confidential nature and will not be disclosed to parents/carers.

Staff are unable to discuss with parent / carers sanctions and any further information regarding another student or another member of staff with those other than with parental responsibility for the student in question.

Fixed Term Exclusion (FTE)(Suspension)

Fixed term exclusions/Suspensions are the sole responsibility of the Headteacher, or a Deputy Headteacher in the case of the Headteacher's absence and adhere to the required practice in the DfE guidance February 2017.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Following any fixed term exclusion, a reintegration meeting must take place with the parents/carers and the student and will be led by a senior member of staff.

Permanent exclusion (PEX)

Permanent exclusions are the responsibility of the Headteacher and Local Governing Body and are issued only when necessary, in line with the Department for Education's guidance.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

Only staff who have been trained in physical restraint are permitted to use such measures.

Student transition

To ensure a smooth transition to the next year, students have transition sessions with their pastoral leaders. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development (CPD) as outlined in the school calendar. There are a number of key routines and systems in place which support the behaviour for learning and staff at all levels receive regular training in this. These are designed to ensure that all members of staff actively ensure that standards are kept across the school.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the full Governing Body every year. At each review, the policy will be approved by the Headteacher.

[Links with other policies](#)

This behaviour policy is linked to the following policies:

- Safeguarding Policy (public policy – school website)
- Anti-bullying Policy (public policy – school website)
- Online Policy (public policy – school website)
- Equal Opportunities Policy (public policy – school website)
- Suspensions and Permanent Exclusions Policy (public policy – school website)
- Employee Handbook (internal document)

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7

outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an

antibullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying

strategy online.

Appendix: Homework

Homework presents opportunities for students to develop and consolidate their competence as independent learners. The effectiveness of homework depends on its quality. Teachers at NHGS are required to set high quality homework which:

- has clear curricular objectives
- encourages the development of independent learning
- provides opportunities to practise, consolidate and retrieve learning

The purpose of all homework tasks needs to be clearly communicated with students.

Homework should always be set with a clear deadline (never for the next day) that students should be told explicitly to work to. If a student fails to meet the deadline the subject teacher will have a conversation with the student. Students will be told to complete the task for the next lesson or whenever is convenient for the teacher. If a student does not meet the re-negotiated deadline they will be told to attend departmental 'catch up'. If they fail to attend they will be issued a 'Respect' behaviour comment and put into departmental detention.

As such, communication home via a negative comment will happen once a student has missed an opportunity to catch up the work and has been placed in detention. Teachers can also communicate with parents via email or phone call if they are concerned about the quality/regularity of students' homework at any point they feel it would be useful.

Failure to attend a subject detention will result in a school detention.