



A. HGS BEHAVIOUR AND DISCIPLINE POLICY

1.0 Aims and Expectations

1.1 It is a primary aim of the school that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 To this end all members of the school are expected to:

- practise self-discipline;
- show a sense of responsibility to others;
- suffer no unfair discrimination on any grounds;
- enjoy equality of opportunity.

1.3 The policy seeks to promote for each individual student:

- effective working habits;
- responsibility for their own learning;
- personal health and hygiene;
- self confidence and self-esteem;
- the acquisition of a set of personal values;
- the ability to communicate effectively with others.

1.4 The values upheld by the staff and transmitted to students are the stated school values of generosity, resilience, integrity and tolerance.

2.0 A code of conduct

2.1 The code of conduct that underpins behaviour in school can be summarised as setting the highest standards for oneself, and behaving in a courteous, civilised manner in relationships with others.

2.2 The code of conduct is translated into a set of guidelines for students, which may be amended from time to time, and which are routinely printed in the student planner.

3.0 Supporting the code of conduct

3.1 All staff in the school, but particularly the teaching staff, who act 'in loco parentis' are expected to uphold the values outlined above and to expect and require adherence from students. In so doing the staff will exhibit the same values in their own work with students and have high expectations of their students. In particular staff will seek to reinforce good behaviour by using rewards widely where appropriate. A set of guidelines to staff on managing good behaviour is included later in this document.

3.2 The School operates a system of rewards intended to recognise positive behaviour for learning. Staff award positives; certificates are announced in assemblies when a student has acquired a certain number of positives.

3.3 At any time good work or behaviour may be brought to the attention of SLT, the wider leadership of the school or pastoral leaders for recognition and commendation.

- 3.4 Failure to meet expected levels of behaviour will be dealt with through a graded system of sanctions;
- verbal admonishment;
 - notes to parents in the planner;
 - re-doing of school work (not lines);
 - issue of a negative, with appropriate consequences
 - after school detention
 - isolation from lessons

The school does not condone whole class punishments.

- 3.5 Official school detention may be used by staff in cases of persistent failure to meet the expectations of the school (usually three negatives within a half-term), serious or persistent infringements of school rules. Official detentions take place after school on Tuesday and Thursday evenings and last one hour. Students and parents are always given due notice of such a detention.
- 3.6 A student who is constantly incurring detentions may be subject to other more serious sanctions such as isolation. Parents will always be informed about the imposition of such a punishment.
- 3.7 Personal Property.
e.g. jewellery, mobile phones, electronic equipment etc, any other items of value or sums of money.

Students should not bring to school valuable personal property. Any large sums of money required to pay for school trips etc or items of value brought into school for a particular purpose, should be placed in an envelope with the student's name and form and taken immediately to the Business Office for safe keeping. Mobile phones should be securely locked away in student lockers and not used at any time on the school premises. If a student is found using his/her phone, it will be confiscated by a member of staff and taken to Reception for safe keeping. It can be collected by parents at the end of that week.

The Governing Body also supports the staff in confiscation of jewellery etc, which will be taken to the relevant pastoral office for safe keeping. These items can be claimed at the end of the day in which they are confiscated.

The school accepts no liability for the loss of or damage to any item of personal property or money brought into school by a student, unless the loss or damage is due as a result of negligence on the part of the school.

- 3.8 Misbehaviour out of school grounds / on public transport. The behaviour of students to and from school should be exemplary. In particular, uniformed students are ambassadors for the school. Should anyone indulge in bad behaviour during the journey to or from school which is brought to our attention by either other school members, staff or members of the public, the matter will be investigated, parents informed and a suitable punishment administered.

Any other example of misbehaviour outside school hours that is related to school or has an effect in school, will be subject to the same disciplinary arrangements. An example would be bullying that continues or takes place wholly out of hours. This will be treated in just the same way as if it happened in school.

- 3.9 Personal Space. Students should be aware that every individual has the right to their own personal space and physical contact of any type is actively discouraged.

- 3.10 Exclusion is the strongest sanction available for student misbehaviour. It is used rarely and only in the most serious cases. Normally, exclusion is for the minimum period required to ensure that the student and the others in the school understand that a particular instance of behaviour is

unacceptable. Any longer periods of exclusion would be accompanied by sustained efforts by the school, together with parents, and other agencies to plan the reintegration of the student into the school or possible alternative educational arrangements.

3.11 In deciding whether exclusion is an appropriate response to misbehaviour the following will be taken into account:

- the seriousness of the misbehaviour;
- the frequency with which the student concerned may be guilty of such misbehaviour;
- the need to protect and to deter other students in the school;
- the personal circumstances of the offender.

3.12 In judging the seriousness of the misbehaviour attention will be paid to the following hierarchy of school offences which is not intended to be an exclusive list:

- physical attacks on staff or other students,
- sexual offences, including harassment,
- possession of offensive weapons,
- possession of prohibited substances such as drugs, alcohol, tobacco,
- theft,
- actual or attempted vandalism or arson,
- extortion of money,
- verbal abuse of staff or other students,
- lying,
- refusal to accept teacher direction,
- truancy for either a whole or part session,
- constant refusal to accept school dress regulation

3.13 The articles of government for the school lay down the rules for exclusion. These provide for a meeting of the governors' discipline committee to hear cases where exclusion is for more than 5 days or where a period of exclusion would prevent a student from taking a public examination. The rights of parents and students over 18 to make representations and appeals are also covered by the articles of government.

3.14 In accordance with established legal precedent (*Spiers v Warrington and Gateshead Union v Durham County Council*) the Head has power to refuse entry to school on reasonable grounds eg conduct prejudicial to good discipline, which might be the case where a student is sent to school incorrectly dressed.

3.15 The above behaviour and discipline code applies to students of compulsory school age. Sixth form students are expected to comply with all elements of the code; they are also issued with positive and negatives and the consequent rewards and detentions and other sanctions if appropriate. However, because, of their status as senior members of the school and the consequent freedom and responsibility which they enjoy, the behaviour of sixth form students is expected to be beyond reproach. In making judgements about the seriousness of offences and appropriate consequences, due consideration will be given to these expectations, to the effects of sixth form behaviour on younger students and to the fact that sixth formers are above school leaving age.

B. CODE OF CONDUCT

All students should follow the school code of conduct. It has been written to help students understand how to play their part as members of the school community. The golden rule for all is to **behave with**

consideration for others in order to promote outstanding learning for all. Respectful interaction with other students and all staff, both teaching and non-teaching, is essential.

The way that we behave in and out of school helps to develop the school's reputation in the eyes of other students, staff, parents and members of the public. We want **our** school to have the best possible reputation.

It would be impossible to set out rules to cover every possible eventuality. We should already know how to behave sensibly and with concern for others. Set out below are some specific routines and administrative details to help guide you further.

Some expectations:

- **Equipment** - ensure that you arrive at lessons with the correct equipment for that lesson. Get all your equipment ready as soon as you arrive in a lesson and make sure that your student planner is out and ready for use.
- **Homework** - this should always be completed on time and handed in; recording homework in your student planner each day along with the date by which work is due will help with this. Your student planner must be signed by a parent or carer and your form tutor each week.
- **Clothing** - Always dress in accordance with the school's uniform expectations. The current school uniform list is contained in the student planner. Students in Year 7 to 11 are expected to wear full uniform on the way to and from school. Outerwear, such as hooded tops, should not be worn under the school blazer. When you arrive at school put your outerwear in the cloakroom or in your locker; do not wear it around school. Neither jewellery nor make-up should be worn in school; if make-up or nail varnish is worn you will be asked to remove it. Students with pierced ears may wear one pair of studs or small sleepers. No other visible piercings are permitted.
- **Attend school regularly and on time.** You should be in your form room by 8.45 am. A warning bell will be rung at 8.40am to help you arrive promptly. Permission for absence other than for illness should be obtained in advance by letter to the Head Teacher. All absences other than those where permission has been granted require a note of explanation from your parents when you return to school. This can be written in your student planner. Parents or carers should telephone school on the first day of any unforeseen student absences.
- **The school environment** - You should always leave a classroom, laboratory or workshop tidy and pleasant for the next group of students. If you damage or deface any property, you will have to mend, replace or pay for it. Look after your school and make sure that all rubbish is put into the bins provided. Move sensibly around school and keep to the left at all times. Follow one-way directions where they are in place. Always show respect for other people and their property.
- **Break and Lunchtime** - You may only leave the school grounds with permission from Mr Bulley, Mr Roberts, Dr Gregson, Mrs Proud, Mr Taylor, Mr Barnett or Mrs Hopkinson.

There is a rewards system for students in Years 7 - 13; as positives are achieved, certificates are awarded at the following levels: Bronze, Silver, Gold, and the Headteacher's Award. Students in all years will be rewarded with a snack voucher for a Silver award, a gift voucher for a Gold award and a lapel badge for the Headteacher's Award. Certificates will be awarded for awards at all levels.

Students who behave in a manner which falls short of that expected in school can expect a consequence; breaches of discipline such as lateness, homework issues, inappropriate behaviour inside or outside the classroom or infringements of uniform expectations will incur a negative.

Formal detentions, lasting one hour after school, are given for more serious breaches of school discipline or for an accumulation of lesser offences (for example three negatives in any half term). Certain offences, such as bad language or leaving the premises without permission automatically incur this punishment. Parents or carers are notified by letter in advance of school detentions. Individual teachers and departments may also require you to attend a detention during the school day, or after school following prior notification if class work or homework is not completed to an appropriate standard. Further details are outlined in the Rewards and Consequences Structure, which is also printed in the student planner.

Students are also asked to take note of the following extracts from the school's discipline policy:

i) Personal Property.

Students should not bring to school valuable personal property. Any significant sums of money or items of value brought into school for a particular purpose should be placed in an envelope with the student's name and form and taken immediately to the Business Office for safe keeping. Mobile phones should be securely locked away in student lockers and not used at any time during the school day. If a student is found using a mobile phone or any other type of electronic equipment at any time on the school site, it will be confiscated by a member of staff, labelled with the owner's name and form and taken to Reception for safe keeping. It can be collected by parents at the end of that week. If the need arises for a student to make an urgent telephone call they may ask Reception for permission to use the telephone there.

The Governing Body also supports the staff in confiscation of jewellery, which will be labelled as outlined above and given to the appropriate pastoral office for safe keeping. These items can be claimed at the end of the day in which they are confiscated.

The school accepts no liability for the loss of or damage to any item of personal property or money brought into school by a student, unless the loss or damage is due as a result of negligence on the part of the school.

ii) Misbehaviour out of school grounds or on public transport.

The behaviour of students to and from school should be exemplary. Uniformed students are visible ambassadors for the school. Should anyone engage in inappropriate behaviour on the way to or from school which is brought to our attention by either other school members, staff or members of the public, the matter will be investigated, parents informed and a suitable punishment administered. Any other example of misbehaviour outside school hours that is related to school or has an effect in school, will be subject to the same disciplinary arrangements. An example would be bullying that continues or takes place wholly out of hours, including online interactions. This will be treated in just the same way as if it happened in school.

iii) Personal Space.

Students should be aware that every individual has the right to their own personal space and physical contact of any type in school is actively discouraged.

C. MANNERS / SAFETY RULES

Students at Heckmondwike Grammar School are expected to have very high standards of behaviour and politeness - we intend that this will always be the case. Below are set out some specific examples of how students should behave. They are merely illustrations and cannot hope to cover all situations.

Politeness - style of address - students are expected to be polite when speaking with all people in the school. In speaking to adults, students are to use the titles: 'Mr Bulley' / 'Mrs Proud' / 'Miss Thresh' or, alternatively, 'Sir / Miss'

Students should not push through doors but behave sensibly - stand back and allow adults / visitors to pass first. They should look to see if anyone is following through the door; if so, they should assist by not allowing it to close in their face.

When meeting strangers in school, offer help with directions to main reception - 'May I help you?'

Behave sensibly when moving about the school - especially on stairs. Keep to the left to allow all parties to pass. Take notice where a one-way system is in operation. No running inside school; it is dangerous.

Take care when carrying bags around school. In confined spaces bags on shoulders can cause accidents; carry them down at your side.

Homework - this should be written as set in the student planner. If not completed for any reason you should see your teacher to apologise / seek alternative time / ask for help / collect punishment at the time the work should have been handed in. If absent when work is due take it to the teacher before lesson, if possible.

Keep to the school Code of Conduct, as set out in the student planner.

Chewing gum is not allowed. A negative is incurred for any breach of this rule.

No Graffiti. No litter.

Do not leave bags unattended, they present a risk to health and safety & property may go missing. They should be placed in a locker.

Social spaces are allocated as follows:

- The Swann Hall - all years, seated;
- the Junior Yard (North Street) - Year 7
- the Middle Yard - Years 8-11
- the Astroturf and the tennis courts - Years 10 to 13 (ball games on Astroturf); Years 7-9 may use the tennis courts for ball games in rotation provided there are no other activities taking place there.

Relationships with neighbours / people in town should always be polite. Behaviour at school / to and from school is expected to be of the highest standard.

Trips and visits are extensions of the school environment; the same rules apply. Coaches to be left as found - or better. Good behaviour at all times.

Wait quietly outside rooms for lessons; on entry do not continue conversations but get yourself prepared to start work as soon as possible.

D. REWARDS STRUCTURE

1. The scheme operates in Years 7 to 13;
2. The teacher awards a positive on the classcharts system.

3. School Bronze, Silver, Gold, and Headteacher's Award certificates are awarded to pupils when they achieve a certain number of positives. The school certificate is signed by the Headteacher and achievements are announced in assembly: Bronze and Silver in sectional assemblies, Gold and above in full school assembly. The latter should also be reported in the Newsletter.

The qualifying numbers for each award are:-

Bronze: 50 positives

Silver: 100 positives

Gold: 150 positives

Headteacher's Award: 200 positives

Guidelines for awarding of positives

to reward work, engagement or other contributions: positives can be awarded for demonstrating effort, showing enthusiasm, delivering excellent homework, making good use of the student planner, providing a great answer, having a go, helpfulness, showing independence in learning, overcoming difficulty, participation, politeness or courtesy, making a positive contribution, responding positively to feedback or being well-organised.

Positives are not carried forward to the following year.

They also should not be used to bribe badly behaved pupils to behave well.

These guidelines apply to Years 7-13.

E. STAFF GUIDELINES ON SCHOOL DISCIPLINE

Staff should be fully aware of:

- the School Behaviour and Discipline Policy;
- school rules / student code of conduct;
- the Rewards and Consequences Structure;
- guidelines on the use of negatives and detentions.

It is worth emphasising that all members of staff are expected to contribute to the maintenance of high standards of discipline in the school by considering the example, which they set to students. Staff can help by:

- being punctual to lessons;
- opening form rooms on time;
- insisting on silence before and during assembly;
- keeping a check on school uniform;
- insisting that children leave no litter about the school;
- checking unruly behaviour at all times, including around the school site.
- setting homework regularly and returning books promptly;
- setting high standards in their own personal appearance and dress.

Some points about the use of consequences need stressing:

- corporal punishment or the use of physical force in any way is strictly forbidden;
- for relatively minor behavioural offences or for work-related issues teachers will initially aim to warn students, perhaps by writing a note in the student planner. Subsequently, they may issue a negative, for which they may additionally apply an appropriate sanction depending upon the circumstances including subject teacher detention or departmental detention.

- teachers may detain students at lunchtime or after school. For more serious behavioural matters students may be placed in the formal after school detention. Detentions take priority over any other School activity;
- parents are given due notice of any detention after school.
- whole class detentions are usually inappropriate and can lead to student and parental resentment.

A few general points:

- Uniform
 - outdoor coats / hats should not be worn in school;
 - full uniform is expected on the journey to and from school;
 - blazers should be worn around school; students may ask to remove them in lessons;
 - shirts should be tucked in and ties fastened up to the top button;
 - make-up or jewellery should not be worn, except for one pair of earrings (small studs/sleepers);
- Mobile phones are allowed in school but should be stored securely in the student's locker;
- Students should move sensibly around the premises, never running observing the one-way system where appropriate and keeping to the left on corridors and stairs;
- There are certain offences which are automatically punishable by a formal school detention:
 - off the school premises without permission;
 - bad language

F. DISCIPLINE - A REFERRAL SYSTEM, HINTS FOR NEWCOMERS

What follows is not intended as an exhaustive list of controls, nor is it intended to be patronising. All develop their own techniques and style to manage classes. The purpose of this document is twofold:

1. to set down a recognisable structure which will encourage consistency of action;
2. to list common causes for concern and suggest likely routes to follow.

Especially for newcomers to the profession

We can not talk about good discipline without talking about praise and rewards:

- praise noisily and often;
- reward verbally and with encouraging written comments on work;
- recognise helpfulness, involvement, interest and progress;
- ask students to show good work to the Form Teacher, pastoral leaders, wider leaders or SLT;
- use positives as part of the rewards structure.

Staff are expected to contribute to the maintenance of high standards of discipline in school by considering the example which they set to students:

- prepare lessons well;
- be punctual;
- do not let students out of class in twos and threes;
- set homework regularly, mark and return work quickly;
- do not leave classes unattended;
- get to know your students;
- keep your promises to them.

Where concerns arise, make sure that your response is measured:

- do not make threats you cannot keep;
- avoid head-on confrontations and shouting matches; if necessary, take a student outside the classroom to resolve a situation away from the scrutiny of the rest of the class;
- remember that verbal admonishment and small punishments are probably the most effective sanction for most students most of the time;
- do not belittle students;
- on no account, man-handle or hit students.

Classroom discipline

Most problems in the classroom are avoided by good preparation and planning, clear objectives and clear directions, good working relationships with students and the use of praise, admonishments and small punishments (i.e. classroom tasks, splitting up troublesome pairs, isolating at the front, extra work, keeping in at break, lunchtime or after school, issuing a negative). For persistent misbehaviour / poor work use the further responses outlined in the rewards and consequences structure.

Some students will disregard good teaching and admonishments. The next stage therefore is to seek help/advice.

Referral to / involvement of Form Tutor / Head of department

The form tutor and HoD have the same sort of sanctions available including detentions, but may add such things as a formal interview with the student, isolation or removal from a particular group for a particular lesson, 'Impact' sessions, telephone contact with parents, departmental report, discussion with a pastoral leader or member of SLT, target setting for good behaviour / good work.

Referral to pastoral leaders

In some cases patience and ideas run out or the child remains unresponsive. At this stage the HOD / Form tutor may decide to liaise with the appropriate pastoral leader, who has the same set of strategies, but may also choose to use exclusion from particular lessons, after-school detentions, formal interviews with parents, referral to a learning mentor or external agencies (APSO, School Nurse, Counsellor, Social Services, Connexions), putting on general report.

Referral to Assistant, Deputy or Head Teacher

This may be considered appropriate by the Head of Key Stage. The Head, in addition to all the sanctions mentioned, can exclude students.

Very serious classroom behaviour

eg abuse to the teacher, downright refusal to follow instructions, violence to other students should be brought to the immediate attention of a Deputy Head / the Head. If possible, the student should be brought or another child sent with a message.

General / corridor behaviour

We are all responsible. If we act promptly and take action to correct poor behaviour (eg running on corridors, hanging around during lessons, dropping litter, loitering in toilets, poor uniform) we **all** benefit. Reminders are often enough, but we may also feel something more is needed, eg standing students outside the staffroom or a HOKS or SLT office, giving a socially useful punishment (litter collecting, cleaning boards, tidying room), or giving a piece of work to do.

Duty staff have added responsibility and should be actively on duty. They should check toilets and cloakrooms and be seen and available. For a fuller description of duty see the relevant page in the staff handbook. If duty staff are around, students are less likely to misbehave. Prefects are more likely to help if they know that duty staff are available.

Serious corridor behaviour (vandalism, bullying)

Refer to a Deputy or the Head. The child should be brought if possible, rather than sent.

Truantiing from lessons

It is obviously easier / quicker for the attendance officer or pastoral leaders if available, to react straight away to this. Report suspected cases immediately. If you are not sure, check with the attendance officer first.

Smoking

If you find a student smoking, or in possession of smoking paraphernalia, bring this to the attention of the appropriate pastoral leader / member of SLT. This includes the use of e-cigarettes and associated equipment.

Record-keeping in relation to discipline

We use the 'ClassCharts' system to record incidents of misbehaviour, formal detentions, truancy etc. Where a negative or after school detention is incurred, it will be added to the student's 'behaviour log' on SIMS. This information is then accessible to form tutors, pastoral leaders, the wider leadership of the school and SLT on ClassCharts and SIMS. SIMS also has an 'achievement log' for each student, in which achievements on 'ClassCharts' such as positives and awards and also attendance at celebration meetings, praise postcards or outstanding attainment can be recorded.

G. NEGATIVES, SUBJECT TEACHER AND DEPARTMENTAL DETENTIONS

This section should be read in conjunction with the school '*Behaviour and Discipline Policy*'. Appropriately applied consequences support the school's code of conduct and rewards and consequences structure, as printed in the student planner and in the Staff Handbook. The procedures extend the hierarchy of sanctions available to staff, reinforce the role of the form tutor at the heart of the pastoral structure, and help ensure effective communication and record keeping.

Negatives

A Negative is issued to address minor problems of poor behaviour, either in the classroom or in the corridor and supplements the graded system of sanctions described in section 3.4 of the discipline policy in the Staff Handbook. It should generally be used after verbal admonishment has failed to produce the required result. Negatives could, for example, be issued for:

- arguing or speaking inappropriately with other students
- eating or chewing gum in lessons or corridors
- no student planner or failing to use the student planner properly
- homework issues
- inappropriate dress
- lack of effort, being off-task or shouting out
- lack of equipment
- lateness to school or lesson without good reason
- misuse of equipment or mobile phone
- no id
- being out of bounds or running in the corridor
- other inappropriate behaviour in the classroom or around school

When a student has received three negatives in any half-term, a formal after school detention is issued, both to punish the accumulation of poor behaviour and to act as a deterrent in future. As with all formal school detentions, a letter is sent home for parental information and details of the detention are placed on the student's behaviour log. The supervising member of staff or form tutors should bring any student receiving an excessive number of negatives to the attention of the appropriate pastoral leader. In the event of negatives being repeatedly issued in one subject area the HoD should also be informed.

Negatives are not to be carried over to the next half-term for detention purposes.

A negative is not a punishment in itself, but a record of the concern. Subject teachers should use the range of personal and departmental responses, which include referral to the Head of Department who will issue a formal departmental detention.

Subject teacher detention and Departmental detention

This is designed to reinforce and formalise the existing system for dealing with students in years 7-13 who are failing to meet appropriate standards in their working habits. It is designed to ensure that form tutors are kept informed of potential problems across the curriculum, that parents are informed promptly and that those students with persistent problems are referred to HoDs or pastoral leaders for appropriate remedial action.

These detentions are to be used to supplement the measures outlined in section 3.4 of the discipline policy such as verbal admonition, redoing work, lunchtime detention or after school detention.

Sustained departmental detentions in one area or a significant number of departmental detentions in a number of subject areas will result in liaison between the subject teacher/ wider leader and/or pastoral leader and may result in a parental interview and referral to subject specific or general 'Impact' study support. Sustained unwillingness to engage with study support will be regarded as a disciplinary issue.