

Heckmondwike Grammar School

Policy: Behaviour

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Behaviour Policy and Statement of Behaviour Principle

Heckmondwike Grammar School

Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions	3
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Pupil code of conduct.....	6
7. Rewards and sanctions.....	6
8. Behaviour management.....	7
9. Pupil transition.....	9
10. Training	9
11. Monitoring arrangements.....	9
12. Links with other policies.....	9
Appendix 1: Written statement of behaviour principles.....	10
Appendix 2: Staff training log.....	11
Appendix 3: Behaviour log.....	12
Appendix 4: Home-School Agreement.....	13

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**.

2. 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 pupils 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- 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 anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption or poor behaviour in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude, including lateness to school or lessons
- Incorrect uniform or lack of essential equipment
- Unauthorised use of mobile phones on the school site.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Using online platforms and social media irresponsibly, identifying staff or students of the school without their permission, or bringing the reputation of the school into disrepute in the opinion of School Leaders'
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vaping equipment
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. 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.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

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

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5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Classcharts.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

6. Pupil code of conduct

Pupils are expected to uphold our core values of respect, responsibility and excellence.

- Take responsibility by behaving in an orderly and self-controlled way
- Show respect to each other, members of staff and themselves
- In class, demonstrate respect for learning by making it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Use online platforms and social media responsibly, ensuring that no post identifies staff or students of the school without their permission, or brings the reputation of the school into disrepute in the opinion of School Leaders'.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Positive 'Ethos' lesson points
- Positive 'Ethos' out of lesson points
- Positive Classwork Excellence lesson points
- Positive Homework Excellence lesson points
- Positive Participation Excellence lesson points
- 1898 extra-curricular participation points
- Academic achievement points
- Awards for the accumulation of points throughout the school year.

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

- A verbal warning
- Removal of 'Ethos' positive point
- A negative lesson point
- A negative out of lesson point
- Expecting work to be completed at home, or at break or lunchtime
- Detention after school
- Referring the pupil to a senior member of staff
- Confiscation of mobile phone until the end of the school week
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'.

We may use internal exclusion in response to serious or persistent breaches of this policy.

Pupils who do not attend a given detention without good reason are also subject to internal exclusion.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, in our surrounding community or on transport on the way to or from school.

7.3 Malicious allegations

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

Please refer to our statement of procedures for dealing with allegations of abuse against staff contained in 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.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, promoting and routinely rewarding good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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 (see appendix 3 for an exemplar behaviour log).

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil 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 pupils transferring to other schools.

10. Training

Our staff are provided with behaviour management training as part of their induction process. Behaviour management will also form part of continuing professional development.

Training relating to the proper use of restraint will be provided to nominated members of staff.

An exemplar staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

The home-school agreement (appendix 4) will be reviewed annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Home-school agreement.

Appendix 1: written statement of behaviour principles

- Pupils are expected to uphold our core values of respect, responsibility and excellence.
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- All staff, students and parents/carers should be mindful of the content of the home-school agreement.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually

Appendix 2: Staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: Behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: Home-School Agreement

Introduction

The school believes that a strong partnership between student, parent/carer and school is essential if our young people are to achieve their full potential. Partnership implies mutual responsibility and this agreement seeks to set out the responsibilities we believe are fundamental to the partnership and the values of the school. The document is issued to all new students joining the school and is subsequently signed annually by all students and their parents/carers in the student planner.

The School's responsibilities

The School will do its best to:

- Care for your child's safety and happiness whilst at school;
- Ensure that your child achieves their full potential;
- Provide a broad and balanced curriculum;
- Provide a well-resourced learning environment and high standards of teaching;
- Ensure high standards of work and behaviour;
- Set and mark homework on a regular basis and check the student planner every week;
- Keep you informed about your child's progress and general school matters;
- Welcome you and encourage your involvement in the life of the school;
- Arrange parents' evenings at which your child's progress will be discussed;
- Send home regular progress reports;
- Keep parents/carers informed about school activities through regular letters home, the school website and social media, electronic newsletters and notices about special events;
- Provide supervised and filtered Internet and e-mail access;
- Protect all students' data; and
- Contact parents/carers if there are concerns regarding attendance, punctuality or equipment.

The Student's responsibilities

Students will do their best to uphold the school's values of 'Respect, Responsibility and Excellence' in all aspects of their behaviour, conduct and communication in order to:

- Maintain excellent attendance (97% or better) and punctuality to school and lessons;
- Actively participate in all subjects on the school curriculum;
- Bring the necessary equipment to school every day;
- Achieve well by paying attention in lessons and working hard, making the best possible use of their abilities and talents;
- Seek help from staff when necessary and respond positively to the advice, support and guidance provided;
- Complete all classwork and homework to the highest possible standard and hand it in on time;
- Participate in the range of opportunities on offer within and beyond the classroom, including House events, educational visits, clubs, teams, student leadership programmes, work placements and other extra-curricular activities;
- Wear the correct uniform both in school and when travelling to and from school, being proud of the uniform and the school (uniform expectations are accessible on the school website and in the student planner);

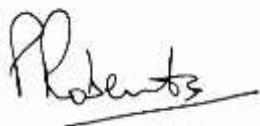
- Wear school PE kit whilst taking part in sporting activities (uniform expectations are accessible on the school website and in the student planner);
- Be a good ambassador for the school in the local community;
- Show care, consideration and respect for others at all times, both in person and online;
- Take care of school property, the property of others and their own property;
- Observe the school's policy on safe use of the Internet and electronic resources;
- Use online platforms and social media responsibly, ensuring that no post identifies staff or students of the school without their permission, or brings the reputation of the school into disrepute in the opinion of School Leaders'

The Parents'/Carers' responsibilities

Parents/carers will do their best to:

- Ensure that their child attends school regularly, punctually, is alert and dressed in full school uniform and has access to correct PE kit;
- Alert the school immediately if their child cannot attend school due to illness or special circumstance (bereavement, accident, etc);
- Contribute to excellent levels of attendance (97% or more) by arranging medical or other appointments outside of school time. Please note that holidays or other visits are not permitted during term time.
- Support and encourage their child's participation in extra-curricular activities and opportunities for out of hours learning and enrichment;
- Attend parents' evenings and meetings and maintain communication with teaching staff and tutors about progress, making the school aware of any issues that might affect their child's work or behaviour;
- Attend extra-curricular events where parents and family members are invited;
- Support their child's learning at home by the provision of a suitable and appropriate working environment and by encouraging them and checking that independent work is completed;
- Sign the student planner on a weekly basis and access ClassCharts regularly to monitor their child's behaviour; and
- Support the school's disciplinary procedures and behaviour policy.

This policy will be kept under review and updated as required.



Signed:

(P Roberts, Headteacher)

..... (Parent/Carer)

..... (Student)