HARROGATE GRAMMAR SCHOOL
EXCELLENCE FOR ALL

Policy: Behaviour Management

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Signed-off by: *Committee Member*   **Mr J Rawel/Mr Sugarman**

Chair of Governors   **Mr J McHugh**

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Behaviour Management

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1. **Introduction: Our Expectations**

   1.1 As a school we make it clear within our aims that we have high expectations of all students in terms of behaviour. Excellent behaviour underpins, and is a consequence of, outstanding teaching and learning.

   We value the climate of mutual respect that exists within the school and that supports a positive and safe learning environment for all.

   Any community requires basic rules in order for it to function effectively and a school community is no different. Our young people need clear, unambiguous rules which are understood by all and are focused on supporting effective teaching and learning.

   The vast majority of our young people will follow the rules and behave responsibly but there will be a minority who choose not to. There will also be some who usually behave well, but as part of growing up, at times push the limit. We must always start off from the overriding premise that: We expect, insist upon and recognise good behaviour but we have clear and staged systems in place to deal with transgressions.

2. **The Positive Achievement System Policy**

   2.1 The PA system is designed to support us and our young people in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards systems. The good behaviour of young people in our school is not dependent upon having draconian sanctions but on developing a culture of success and achievement for all. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all our students.

3. **Clear Rules/Clear Limits:**

   It is important that all students know what is expected of them and what the limits are. Rules that are ambiguous or not universally enforced set students and the system up to fail. We want to be open and fair with students, presenting them with clear rules that are about supporting teaching and learning, rewarding students for their successes but having clear and consistent sanctions for when things go wrong. The PA system provides this structure.

4. **Consistency not Confrontation:**

   How we all implement the system is crucially important to the success of it and the school. A confrontational approach with students is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However, we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever and whenever it occurs.

5. **Look for the Positive:**

   The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around school. We want to let the silent majority know that we appreciate how well they are doing and not focus on the negatives created by a small minority. A consistent approach to the use of rewards is every bit as important as the use of sanctions.

6. **Consultation and Review:**
The system has been introduced after consultation with students, parents and colleagues and its review is an ongoing process. The comments of staff and other community members have been built into the policy and practices.

7. **A Summary of the System in Practice:**
The system for rewards and sanctions is presented in the visual form of two 'pyramids'. The Learning and Corridor Codes are also widely displayed. All students are aware of these and the implications for them. In the first instance it is the Form Tutor's responsibility to ensure that all students are in the correct uniform and prepared for learning, ie have the correct equipment with them: planner, pen, pencil and ruler, iPad. However, all staff have a responsibility to ensure this is adhered to every day.

8. **Rewards**
It cannot be stressed often enough that the main emphasis of the PA system should be positive. Students like receiving Classchart points, credits, certificates and subject postcards administered fairly through the system and are disappointed when these systems do not work properly.

8.1   All teachers have access to Classcharts through their iPad, which is utilized to recognise/reward positive behaviour and achievement. "Positive" is the signifier of the success of the student and should be used alongside verbal praise and explanation of the success the "Positive" indicates. It is also good practice to write positive comments in the staff comments box on the student's profile. Students accumulate credits in order to achieve certificates. A Rewards Day - usually a trip to a theme park - is offered to all students who have had a positive year at school and not been in isolation for a full day or excluded from school. It is the right of senior staff and the senior leadership team to withdraw any student who they feel doesn't deserve the opportunity to attend the rewards trip.

8.2   Positives: Points can be given for students showing enthusiasm, making progress, support of others, resilience, being on track and putting in exceptional effort.

9. **Sanctions: Misbehaviour in the Classroom**
Staff should always first use a full range of classroom management techniques before considering moving up the pyramid of sanctions. Verbal Warnings and Negative Comments must not be lightly given.

9.1   Pre-empt the need to issue Negative comments by managing classes through seating plans, clear reference to our classroom rules, assertive discipline, good humour etc. In the event of misbehaviour, move students within the room or give them 'cooling off' time if appropriate but do not leave students outside the classroom for more than 2 minutes.

9.2 Verbal Warning – this must be said clearly to the student. Whole classes must never be given a verbal warning.

- As part of normal classroom management it is helpful to pre-empt a verbal warning by pointing out that that would be the next, not preferred, option.
- Verbal warnings should make clear that students now have the choice to avoid a negative comment by correcting their behaviour.

- Be precise when giving out a verbal warning; do not allow it to become a matter for public debate.

9.3 Negative – This should be done at the time of the misdemeanour and an explanation should be given.

9.4 Second negative as above. Call the SLT on duty or colleague(s) responsible for Phase Two. Record 'Phase Two' and the time sent, on Classcharts, and request SLT to accompany student to the designated phase two room. The timetable for rooms should be made available to all teachers at the start of the year. If possible, send the student with work. After such an incident, ensure appropriate details are entered onto Classcharts and that the incident is discussed between Teacher, Student and Faculty Leader so that there is an opportunity for 'restorative justice'.

9.5 All Negative Comments should be entered onto the Classcharts system as quickly as possible, and certainly within 24 hours of the misdemeanour, so that Pastoral Leaders can act quickly. A reason why the student was given the negative comment must also be entered.

10. **Equipment and Homework**
10.1 No verbal warning for home learning. Allow one chance only at the start of the year.
Use Faculty detentions to ensure homework is caught up.

10.2 Comment straight into Classcharts.

10.3 One verbal warning for equipment for the year, to be given.

10.4 Following this, further incidents of incomplete equipment should result in a negative comment.

11. **Misbehaviour around School**
11.1 Always look to be positive and encourage students to correct their behaviour.

11.2 Record poor behaviour by issuing negative comment if students do not correct behaviour.

12. **School Detentions**
We operate strictly within the law on detentions, ensuring at least 24 hours notice is given through email, letter and, where possible, through the planner.

12.1 Detentions run twice weekly (Wednesday afternoon) from 3:35 pm to 4:35 pm in the School Dining Room and on Friday at the same time in the Isolation Unit. Detentions will be issued through the Positive Achievement System. Admin Services generate the paperwork and lists for detention from Classcharts. Year Managers/Leader and SLT may also place students in detention for serious misdemeanours. An email/letter is sent home to inform parents and a note made in the planner. School detentions will be supervised by senior staff on a rotation. Year Managers/Leader and Faculty Leaders will support this rota as necessary.

We run a differentiated detention whereby students are put into groups dependent on whether they have received the majority of their negative comments for behavioural issues or organisational issues. Each group then discusses and reflects on why they display that kind of behaviour, the consequences of it and what they can do to prevent the same problems occurring in the future. If students are identified as receiving more than one detention in a half term, ie., they haven't acted on the reflection and advice given in the previous detention, they will be required to attend detention on a Friday night. By taking a restorative justice approach to punishment and not being solely punitive, it will allow students to reflect on their behaviours and help prevent them from receiving punishment in the future.

12.2   Any student not attending detention will be called to account by the Positive Achievement Coordinator the next day. This will usually result in an Isolation or Friday night detention being issued.

12.3   Students should not lightly have detentions postponed; the school has a right in law to see detentions through no matter how inconvenient to students and parents.

12.4   If students have multiple detentions to serve, extra detentions will be run on Friday after school. Students who are liable to miss detentions should be picked up beforehand by a member of the pastoral team and escorted to detention.

12.5   If a student disrupts a detention in any way, this will result in an instant detention been issued.

13.   Isolation
13.1   It is hoped that most Isolations will be pre-planned, but some will happen following on call or other serious incidents. Year Managers/Leader on a rota basis will supervise the majority of Isolation time, but teaching staff will also be on a rota to cover key times. Staff covering Isolation need to be aware of the structure of the day. Students are in Isolation for the whole day. They are permitted Break and Lunchtimes but these are at different times to the rest of the School. We expect students to work in silence throughout the day with Isolation resulting in a strong work ethic.

13.2   During these times students should be escorted to the toilet and then to the Dining Room. They are not permitted to socialise.

13.3   Referrals to Isolation will be made through a student generating 9 negatives to the Behaviour Manager, Year Manager/Leader or SLT.

13.4   It is essential that when students are isolated, particularly when this is pre-planned, that appropriate and adequate work is set by their subject teachers.

13.5   Rules of Isolation:
15.5(a)   students must not communicate with one-another in any way;
15.5(b)   students must not engage in 'chit chat' with supervising staff;
15.5(c)   students should sit quietly and complete the work set for them.

13.6   Failure to co-operate in Isolation will result in the issuing of a further day there. The on-call system should be used for continued uncooperative behaviour within Isolation. It is important that all staff supervising Isolation complete the record sheet with regard to each student.

13.7   Timings of Isolation Day:

08:45 – 08:50	Students with planned isolations report to Isolation. Admin Services are informed of who is in Isolation that day. Students are escorted to Isolation.
08:50 – 10:25	Assembly, Period 1 and most of Period 2 students work silently in Isolation.
10:25 – 10:40	The duty staff member escorts students to Dining Room via Design Block toilets. Students are given opportunity to use toilets. Students may buy drinks/snacks in Dining Room but are seated separately and remain in silence.
10:40 – 10:50	Students escorted back to Isolation.
10:50 – 11:10	Staff break duty to supervise Isolation.
11:10 – 12:15	Period 3 and start of Period 4 students work silently in Isolation.
12:15 – 12:35	Duty Staff member escorts students to Dining Room via Design Block toilets. Students are given opportunity to use toilets. Students may buy drinks/snacks in Dining Room but are seated separately and remain in silence.
12:35 – 12:55	Students escorted back to Isolation.
12:55 – 13:45	Duty staff supervise Isolation over lunch.
13:45 – 15:30	Periods 5 and 6 students work silently in Isolation. A short toilet break using Design Block toilets, away from lesson change over, to be taken at duty staff discretion.
15:30	Duty staff dismisses students.

13.8   <u>Referrals to Isolation can only involve the Senior Leadership Team, Behaviour Manager and Year Managers/Leader.</u>

14.   <u>Seclusion</u>
Seclusion is 'internal exclusion'. It reduces the impact of disruptive behaviour on teaching and learning whilst also removing the need to exclude learners from school with all the associated risks to them. Seclusion will involve an 'offset' day. Exact timings might vary according to circumstances, but typically this would mean a 9:00am start and a 3:40pm finish; break and lunch as per Isolation.

15.   <u>Contract</u>
In certain cases students may carry a personalised contract with them to each of their lessons and present them to their teacher at the beginning. Teachers should complete these at the end of each lesson and sign them. It is important when completing contract that staff have read the targets and comment specifically on them.

16.   <u>Saturday Morning Sessions</u>
Students who serve two Isolations in a half term, or manifest extremes of poor behaviour, may be called, with parents or carers, to a Saturday morning session

with the Headteacher, a Governor and another senior staff member to discuss how they are to improve future conduct.

17. **On Call System**
    17.1   This should be used when:
        17.1(a)   A student is violent or abusive to another student

        17.1(b)   Any circumstance when a colleague feels threatened by the language or behaviour of a student.

        17.1(c)   A student has been or is going to cause damage to themselves or the school.

        17.1(d)   To move a student to Phase Two.

        17.1(e)   If a student has been sent to another room on Phase Two but continues to disrupt teaching and learning.

        17.1(f)   A student refuses to hand over his/her planner to the member of staff.

    17.2   The person responding to On Call will employ a range of strategies to deal with the incident depending on its nature. The outcome may be a period of isolation or it may be appropriate to deal with the issue at a lower level. Such decisions will be explained but must be accepted. This is an area of the system where those calling for SLT support and the SLT member need to be exact about the outcomes of an On-call. Details of all on calls will be logged by Reception, but proper entry of information onto Classcharts is needed.

18. **Confiscation**
There may be occasions when confiscation of students' property occurs as a result of an individual having in their possession an item that is not allowed in school or that is being used inappropriately, e.g.: a mobile phone.

19. **Searching Students and their Possessions**
The Headteacher can authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. The conduct of student searches is a power available to Headteachers, not a duty. Reasonable force may be used to execute the search.

This power applies to searching for weapons, alcohol, controlled drugs and stolen property.
Teachers can also instruct students to turn out their pockets, and punish them if they refuse to do so. The police should be called where there is a potential danger or risk to the personal safety of the teacher, the student, or others.

20. **Screening Students for Weapons**
School staff or the police can screen students for weapons, using portable "wands" or weapons screening arches.

21. **Use of Force to Control or Restrain a Student**
The vast majority of students at Harrogate Grammar School behave very well and make progress in whatever the setting. However, in order to fulfil our duty of care to

all students, prevent harm and maintain a safe/secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain) a student for his/her own safety.

21.1   Principles:

We may restrain a student, if that student is at risk of causing significant harm to himself/herself, or to other students/adults. The force used needs to be the minimum necessary and any force be in proportion to the consequences that it is intended to prevent.

We must always take account of any SEN and/or learning disability that a student may experience.

21.1(a)   not treat a disabled student less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification, and

21.1(b)   take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled (reasonable adjustments duty).

We would never use restraint as a punishment, or to physically overpower a student who is not putting him/herself or others at serious risk of harm. It should be used only:

- in exceptional circumstances where any other course of action would be deemed likely to fail;
- as a last resort, where all other courses of action have failed
- with the minimum degree of intrusion

It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of managing the situation alone and if physical intervention is required.

Where it is possible, more than one member of staff should be involved and, ideally where a member of staff is physically managing a student of the opposite sex, a member of staff of the same sex as the student should be present from the earliest time possible.

At the conclusion of any incident, the student and member/s of staff involved should be offered support to reflect on the circumstances and mediate a best way forward.

21.2   Responding to complaints:

In the event of a complaint being received in relation to the use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff.

22.   Clean Slate System

All negative comments below un-served Detentions and Isolations will be wiped clean each half term. Outstanding Detentions and Isolations will be served as early as possible in the next half term.

Appendix One

Classroom Management Guidelines
To support high standards of behaviour and achievement we need as professionals to:

- Be on time. A good start to a lesson pre-empts a vast number of issues.

- Ensure an orderly entry to the room.

- Seat boy/girl as default at KS3 or as appropriate at KS4. Don't let students dictate a seating pattern that will lead to issues.

- Insist on the removal of any outdoor clothing.

- Insist on high standards of uniform at the beginning of, all the way through, and the end of, the lesson.

- Expect and insist on silence and proper listening when you are speaking or students are making presentations to their colleagues.

- Never allow students to sit on tables, desks or benches.

- Never allow chewing or eating in class.

- Never ignore bad language or any other form of unacceptable behaviour. To accept is to condone.

- Always challenge racist or sexist comments or language.

- Leave the room tidy, including a clean board, at the end of the lesson.

- Keep your desk tidy. Encourage tidiness. Insist on a clean room.

- Keep displays fresh and attractive.

- Always ensure homework is recorded in planners.

- Always follow the PA system.

- Report graffiti/damage immediately.

- Expect to be treated with respect and treat the students with respect.

- Praise good work and behaviour.

- Always model the behaviour you expect from students.

- Never give whole class punishments: these alienate students not involved in poor behaviour.

Appendix Two: Sanctions Poster

SANCTIONS
Level of Response

HARROGATE GRAMMAR SCHOOL
EXCELLENCE FOR ALL

Fixed Term Permanent Exclusion and Contract

- Dangerous - very unruly behaviour
- Fire alarm - criminal damage
- Handling stolen goods - theft
- Illegal substances
- Harassment of any nature, such as sexual or racial

- Abuse to staff and other members of school community
- Unprovoked assault
- Carrying of an offensive weapon
- Bullying

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5
Seclusion
Alternate to fixed term and permanent exclusion.

4
Full Day in Isolation
9 negative comments in one half term.
Refusal to follow instructions.
Smoking. Truancy.

3
School and Faculty Detention
Three negative comments in one half term.

2
Removal to Phase Two
Two negative comments within same lesson.
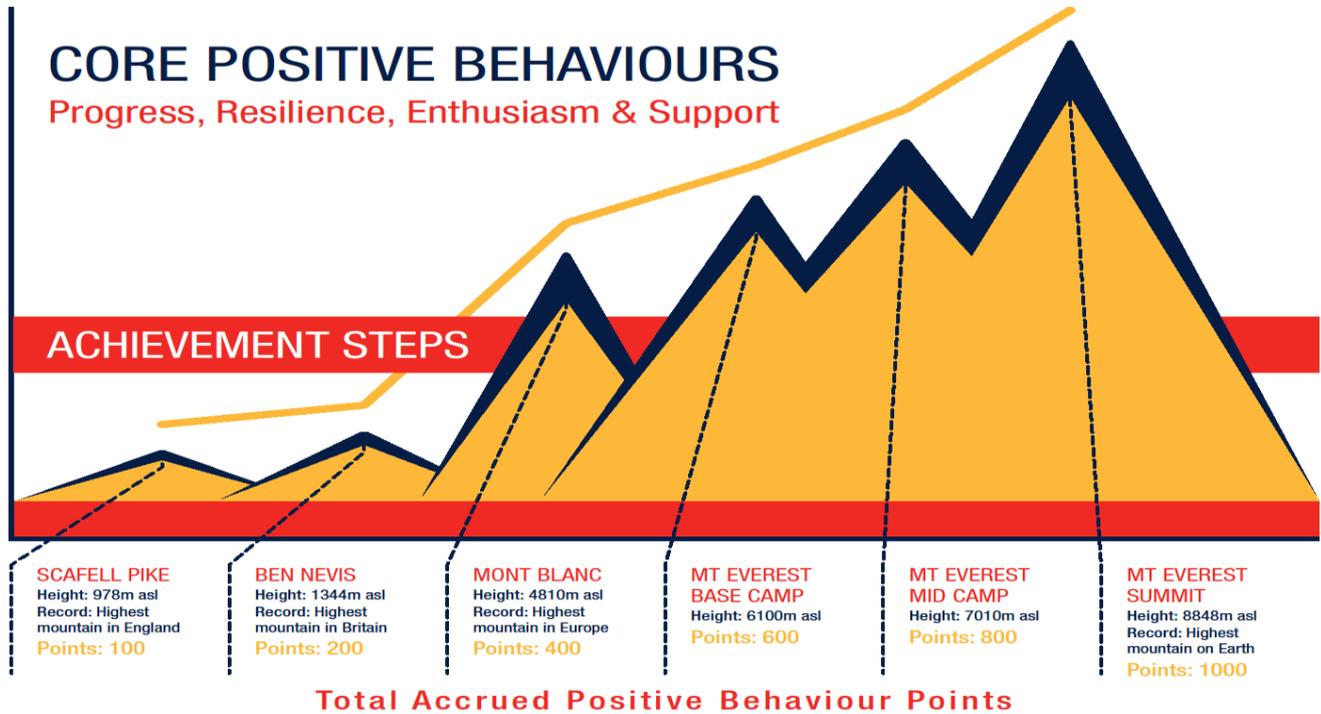Persistently late to lesson.
Unacceptable behaviour.

1
Negative Comment
Deliberate disobeying of school rules.
Including: littering, chewing gum, swearing, eating or drinking in wrong place, being in wrong place at wrong time, incorrect uniform, misuse of mobile phones and iPads, late to school without reason and persistent lack of equipment.

A Student involved in any of these misdemeanours can expect to be disciplined up to the level of the Sanctions shown on this Pyramid. Staff will use a wide variety of tactics to manage behaviour before any of these sanctions are used. For most misdemeanours a verbal warning will be given before a Negative comment.

Appendix Three: Rewards Poster

CORE POSITIVE BEHAVIOURS
Progress, Resilience, Enthusiasm & Support

ACHIEVEMENT STEPS

SCAFELL PIKE
Height: 978m asl
Record: Highest mountain in England
Points: 100

BEN NEVIS
Height: 1344m asl
Record: Highest mountain in Britain
Points: 200

MONT BLANC
Height: 4810m asl
Record: Highest mountain in Europe
Points: 400

MT EVEREST BASE CAMP
Height: 6100m asl
Points: 600

MT EVEREST MID CAMP
Height: 7010m asl
Points: 800

MT EVEREST SUMMIT
Height: 8848m asl
Record: Highest mountain on Earth
Points: 1000

Total Accrued Positive Behaviour Points

Appendix 4: Learning and Corridor Codes

LEARNING CODE

Be respectful	Be responsible	Be resilient
Of others in the room, including what they say and what they believe	Arrive on time and hand in work on time	Aim high
Of your own and others' property	Sit in the place allocated by your teacher	Ask for help when this is needed
Of the environment in which you are working	Settle quickly and quietly	Persevere even when you find the work difficult
Of others by putting up your hand if you wish to ask or answer a question	Come prepared for the lesson	Take praise and suggestions seriously and focus on targets
Of your teacher by listening carefully and following instructions	Have your planner open and always record homework	Be prepared to challenge yourself and learn from your mistakes

CORRIDOR CODE

Stay safe and keep others safe
Keep left
Walk in a calm and quiet orderly manner
Be careful with your bags
Be careful on the stairs
Try to avoid congested areas
Line up in an orderly manner outside the classroom, where appropriate
Respect all members of the school community and our visitors
Eating in the school building is restricted to the Hub and the Hall
Put all litter in the waste bins provided
No chewing gum in school at any time