



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

## Policy: Respectful Relationships and Behaviour

**Member of Staff Responsible:** T Milburn

**Approved by Full Board on:** 30 June 2022

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## **Respectful Relationships and Behaviour Policy**

<b>CONTENTS</b>		<b>Page(s)</b>
<b>Item 1</b>	<b>Policy Scope</b>	<b>3</b>
<b>Item 2</b>	<b>Aims of the Policy</b>	<b>3</b>
<b>Item 3</b>	<b>Policy Links</b>	<b>3</b>
<b>Item 4</b>	<b>Policy Statement</b>	<b>3 - 4</b>
<b>Item 5</b>	<b>Roles and Responsibilities</b>	<b>4 - 6</b>
<b>Item 6</b>	<b>HGS Expectations</b>	<b>6</b>
<b>Item 7</b>	<b>Our Approach</b>	<b>6 - 10</b>
<b>Item 8</b>	<b>Practice and Policy Review Process</b>	<b>10</b>
<b>Item 9</b>	<b>Appendix 1 – Expectations</b>	<b>11</b>
<b>Item 10</b>	<b>Appendix 2 – Milestones</b>	<b>12</b>
<b>Item 11</b>	<b>Appendix 3 – Behaviour Incidents</b>	<b>13</b>
<b>Item 12</b>	<b>Appendix 4 – Pyramid of consequences</b>	<b>14</b>

## 1. Policy Scope

This policy is for all staff, students, parents and carers, governors, visitors, volunteers and partner agencies who work with the school. It provides principles, guidelines and procedures as to how Harrogate Grammar School promotes positive relationships and supports students to meet our high expectations for behaviour.

## 2. Aims of the policy

- To have a culture of respectful relationships and exceptionally good behaviour for learning, for our community and for life
- To ensure that everyone is treated fairly, shown respect, kindness and care and are able to form good relationships
- To provide clarity about our expectations, why we have them and how they can be achieved
- To help students manage their emotions and take responsibility for what follows
- To define roles and responsibilities in supporting positive relationships and supporting exemplary behaviour
- To have effective home-school relationships
- To create a caring environment where everyone feels they belong, feels safe and supported with their social, emotional, and mental health

## 3. Policy Links

This policy links to the following Harrogate Grammar School [policies](#):

- Bullying and Harassment
- Equality Policy
- Uniform
- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Searching, screening, confiscation and restraint

It also links to the following Department for Education policy and guidance:

- [Code of Practice of SEN](#) (2014)
- [Behaviour and discipline in schools: Advice for Headteachers and school staff](#) (2016)
- [Behaviour and discipline in schools: guidance for governing bodies](#) (2013)
- [Exclusion from maintained schools, academies and pupil referral units in England](#) (2017)
- [Mental Health and behaviour in schools](#) (2018)

## 4. Policy Statement

Positive, respectful, caring relationships and good self-regulation are at the heart of a safe and productive learning environment. They also underpin outstanding teaching and learning. Therefore, we help everyone in our community to work together to develop, maintain and sustain positive working relationships as well as supporting

students and all members of our community manage their emotions, take responsibility for what follows and to contribute to school and society in a way that matches the school's values.

Respectful relationships and self-regulation need to be taught, modelled and promoted. There must also be clear, unambiguous expectations which are understood and shared by all.

As a school we acknowledge that behaviour can be a way of communicating an unmet need. We also understand that students find a variety of ways to communicate their difficulties. This can include a presentation which attracts negative attention or conduct that is quiet and withdrawn. Where we identify a pattern of behaviour that indicates an underlying difficulty, we provide opportunities for additional support. There is a partnership approach to improving behaviour and this is supported with effective, appropriate interventions.

This policy has been written in consultation with staff, students and parents and carers.

## **5. Roles and Responsibilities**

Maintaining, managing, and promoting positive relationships and behaviour is the shared responsibility of **all** staff, students, governors and parents/carers. We expect our staff and parents/carers to be good role models for our students as we support and develop their attitudes for all aspects of life.

The role of **all** staff

- Speak with respect, kindness, and care
- Role model our shared values
- Recognise positive behaviours exhibited by our students and never ignore behaviour which does not meet our expectations
- Use our Positive Achievement system fairly and consistently to recognise and reward positive behaviours which reflect our values

The Role of the Governing Body

- Monitor and review behaviour
- Support the Senior Leadership Team

The role of the Headteacher and Senior Leadership Team

- Ensure that the policy, guidelines, and procedures are being implemented
- Meet and greet students at all opportunities
- Be a visible presence at transition periods and social times
- Celebrate staff and students who go above and beyond
- Share good practice
- Support Pastoral and Faculty Leaders
- Use data to assess policy and practice
- Review provision and support for students on a regular basis

The role of Year Managers

- Meet and greet students
- Be a visible presence
- Support and guide colleagues
- Celebrate staff and students who go above and beyond
- Establish and maintain positive relationships with parents and carers
- Ensure training needs are identified and supported
- Identify, co-ordinate and monitor intervention and support
- Use data to ensure consistency and success of approach

#### The role of Faculty Leaders

- Meet and greet students
- Be a visible presence
- Support and guide colleagues
- Celebrate staff and students who go above and beyond
- Encourage positive communication home
- Ensure staff training needs are identified and supported
- Use data to ensure consistency and success of approach

#### The role of the classroom teacher

- Meet and greet students
- Model positive behaviours and build relationships
- Know your students
- Plan lessons that engage, challenge and meet the needs of all learners
- Be a visible presence
- Use the Positive Achievement system fairly and consistently to recognise and reward positive behaviours which reflect our values and excellent habits for learning

#### The role of the support staff

- Meet and greet students
- Model positive behaviours and build relationships
- Know your students
- Support the needs of all learners
- Be a visible presence
- Use the Positive Achievement system fairly and consistently to recognise and reward positive behaviours which reflect our values and excellent habits for learning

#### The role of the students

- Show everyone kindness and care
- Have respect for other students, staff and visitors
- Work hard to achieve your potential
- Come to school every day, on time and properly equipped for learning
- Wear uniform correctly and with pride at all times
- Stay safe and ensure others are kept safe

- Participate and contribute to the school and community

#### The role of Parents/Carers

- Speak with respect, kindness, and care
- Role model our shared values
- Support the school expectations
- Ensure students come to school every day, on time and ready to learn
- Support learning at home
- Support the school through attendance at parent meetings and school events
- Approach the school early with problems and work with staff to resolve them
- Support good communication between home and school

### **6. Our Expectations**

Clear structure, boundaries and routines alongside secure relationships enable students to thrive, feel safe, secure and in an optimal state for learning. Therefore, it is important that all students, parents, and staff know what is expected of them and why.

Our expectations for all students stem from our school values but are also grounded in the habits that we believe make excellent learners.

Therefore, we expect all students, every day to demonstrate:

- Respect – Respect yourself, others, and our environment
- Excellence – Be the best you can be
- Adventure – Challenge yourself and keep going
- Commitment – Participate, prepare and be punctual
- Honesty – Ask for help, act on advice, and take responsibility

In each lesson we expect all students to:

- Arrive on time with the correct equipment
- Listen with full attention
- Ask and answer questions
- Stay on task
- Produce your best work and check it
- Act on feedback
- Work well with others
- Meet home learning deadlines

These expectations must be clearly presented, understood, and effectively applied by us all. They are displayed in each classroom and around school to provide a visual explanation of our shared expectations. See Appendix 1.

## 7. Our approach:

### a. 'Connection before correction'

One of our core values is respect. This is for ourselves, our community and our environment. We support everyone to demonstrate kindness and care, promote equality and ensure that everyone feels valued and respected. The key to this is the positive relationships that are built in school and therefore we support all staff to invest time in getting to know their students and establish positive working relationships. We know that we all feel safe when we have secure relationships with approachable staff who offer an environment and culture that is structured and consistent with clear boundaries. There will be times when we need to resolve poor behaviour, but we expect that this is done in a calm, non-judgemental, empathetic manner. We also ask that everyone is reflective and seeks advice and support if necessary.

### b. The Positive Achievement System

The Positive Achievement System is designed to support our young people when they achieve our expectations, through recognition and reward and by providing clarification and consequence when those expectations are not met. See Appendix 1.

The most important part of this system is recognition and reward in lessons and around school. We want to recognise the standard we expect, to let students know that we appreciate how well they are doing and use rewards to continue to develop positive relationships. The behaviours we value in school are for process and effort, not simply skill or talent, so it encourages and builds a sense of resilience and determination to improve.

Arbor is used by all staff to recognise when students meet our expectations. Positive points are recorded and are accumulated over the year. Milestones are recognised through the awarding of certificates and in awards assemblies. See Appendix 2.

A Rewards Day is offered to all students to celebrate their success. It is the right of the senior leadership team to withdraw any student who they feel does not deserve the opportunity to participate in the Rewards Day. Recognition of student achievement is also done through the 'Good Egg' award where a student's success is recognised by the Headteacher.

This system is also used to clarify and reiterate expectation and if necessary, provide a proportionate consequence should poor behaviour continue to be demonstrated. Staff should take reasonable steps to manage their classes through seating plans, clear reference to our expectations, assertive discipline, good humour etc. Staff should always use a full range of classroom management techniques before considering employing a consequence. However, staff must maintain a safe, productive learning environment and not allow the behaviour of individuals to prejudice the education of other students. If behaviour does not meet the expectations staff will use the following steps:

1. A clear **Verbal Warning** will be given in the first instance. A clear reason will be given to the student about the behaviour that is below expectations and the effect it is having on themselves and others. It will also be followed up with instruction

about how it can be corrected giving the student an opportunity to change their conduct.

2. A **Behaviour Incident** for 'Unacceptable Behaviour' will be issued if the poor conduct continues. This is the signal that despite the Verbal Warning the student has chosen to continue with this unacceptable behaviour. This will be recorded in Arbor and will be seen by the Form Tutor, Year Manager and Parents/Carers.
3. If the behaviour continues to be unacceptable in a lesson a student may be moved to a Phase 2 classroom. A member of the "On Call" team will take a student to this room and they will be issued with a Behaviour Incident for 'Phase 2' by the classroom teacher and will be followed up by the Year Manager/Faculty Leader and the Teacher before the next lesson so the relationship can be repaired.

Failure to meet some expectations will result in a Behaviour Incident being issued automatically, without a verbal warning. For a full list of Behaviour Incidents, and their meaning can be seen in Appendix 3.

More serious behaviour may result in other consequences. See Appendix 4.

All Negatives should be entered onto the Arbor system as quickly as possible, and certainly within 24 hours, so that Year Managers can act quickly. A reason why the Behaviour Incident is being recorded must also be entered.

As well as using Arbor as a tool to recognise, reward and apply consequences it allows Senior Leaders, Year Managers, Teachers, Students, Parents and Carers to track behaviour.

### **c. Interventions**

- **Detention**

At Harrogate Grammar School, we believe that good behaviour is an integral part of the learning process and that all individuals have the right to learn and work in an atmosphere of respect, trust, honesty, and safety. Where a student persistently falls below our expectations (3 or more Behaviour Incidents) within a 2-week period, they will be required to attend a 1 hour after school detention. This takes place on a Wednesday between 2.40pm and 3.40pm and is supervised by Senior Staff. Parents will always be given at least 24 hours' notice. A further detention is held on a Friday for those who do not attend on Wednesday or have received 6 Behaviour Incidents within a 2-week period.

In detention students will be given support, assistance, and resources to be productive and calm. At the start of every detention, students will be encouraged to reflect on the reason(s) they have been given a detention and will explore ways to manage their emotions and take responsibility for what follows.

- **School-Parent Meeting**



If a student's behaviour continues to fall below expectations, despite intervention, then a meeting will be called. The Year Manager will meet with the student and parents/carers so supportive strategies can be agreed.

- Reintegration Room

In very rare circumstances poor behaviour may continue despite intervention. Where this occurs, and it is having a prejudicial effect on the education of others, a student may spend some time in our Reintegration Room. It is hoped that most sessions will be pre-planned, but some will happen following "on call" or other serious incident.

The Reintegration Room is always managed by a member of staff. Here students are present for the whole day. Students are expected to work in silence throughout the day.

Students are permitted Break and Lunchtimes, but these are at different times from the rest of the school. During these times students are allowed to use the toilet and the Dining Room.

Referrals to the Reintegration Room will be made because of a student generating 9 Behaviour Incidents in a half term. When students are referred to the Reintegration Room, particularly when this is pre planned, appropriate and adequate work is set by subject teachers.

- Pastoral Support Plan

Some students may require a period of more intensive support with specific targets and associated interventions. This will be agreed following a meeting between home, school and any other relevant agencies. The plan will be periodically reviewed, and any necessary adjustments made.

- Suspension and exclusion

The decision to suspend or exclude can only be made by the Headteacher and must be on disciplinary grounds. A student can be suspended for a fixed period or excluded permanently.

This is used only as a last resort but may be considered if:

- there has been a serious breach or persistent breach of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

The behaviour of a student outside school can be considered grounds for a suspension or exclusion.

If a decision to suspend or exclude has been made parents must be notified without delay.

Students returning from a fixed period suspension must attend a reintegration meeting with their parents, Year Manager, and a member of the Senior Leadership Team.

All exclusions must comply with 'Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion. (September 2017)

- Additional support

Additional Support will be provided in a variety of ways. This could include:

- Further support from Year Manager and Director of School
- Just B emotional wellbeing support
- Intervention targeted to the area or difficulty
- Mentoring.
- Referral to the SEND Hub

Decisions about the nature of this support will be made in partnership with the Pastoral and Learning Support teams and in conjunction with parents.

## **8. Practice and policy review process**

School review

This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach.

Governor's review

This policy is reviewed annually at a Local Governing Body meeting.

## Appendix 1: Expectations – Recognition and Reward

# Recognition and reward

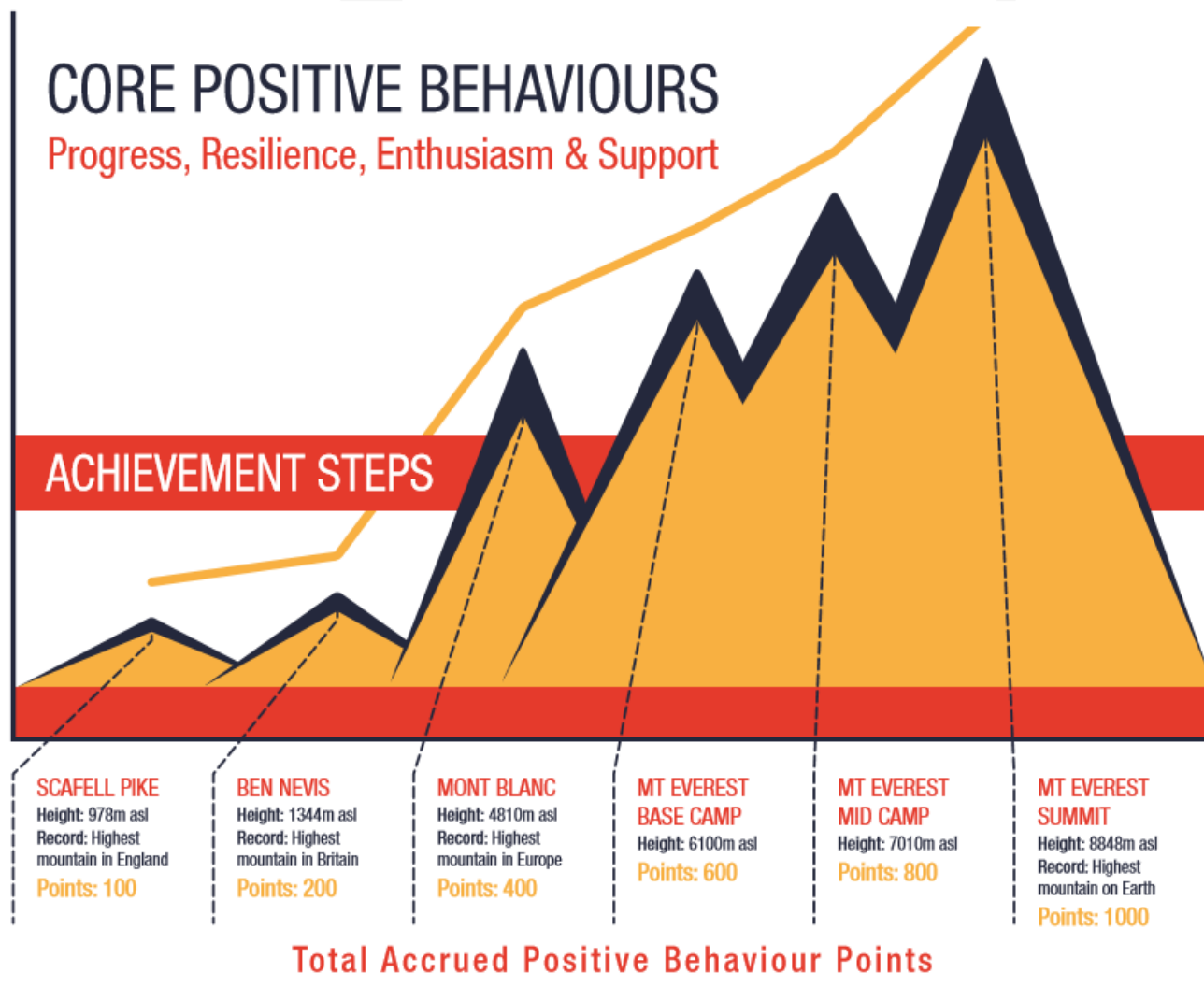
### Every day we expect:

<b>RESPECT</b> Respect yourself, others and our environment
<b>EXCELLENCE</b> Be the best you can be
<b>ADVENTURE</b> Challenge yourself and keep going
<b>COMMITMENT</b> Participate, prepare and be punctual
<b>HONESTY</b> Ask for help, act on advice and take responsibility

### Every lesson we expect:









Excellent Learner Habits	
Arrive on time with the correct equipment	
Listen with full attention	
Ask and answer questions	
Stay on task	
Produce your best work and check it	
Act on feedback	
Work well with others	
Meet home learning deadlines	

## Appendix 2: Milestones



### Appendix 3: Behaviour Incidents

A Behaviour Incident will be recorded for any of the following:

	<p><b>Unacceptable behaviour</b> You have behaved in a way that has affected the learning or safety of others, despite being given a verbal warning.</p>
	<p><b>Phase 2</b> You have not taken the opportunity to change your behaviour despite a Behaviour Incident already being recorded. Your behaviour is having a prejudicial effect on the learning of others. On Call staff will attend.</p>
	<p><b>Incorrect uniform</b> You are not wearing your uniform correctly.</p>
	<p><b>iPad Misuse</b> You have misused your iPad, has a VPN or age-inappropriate apps installed.</p>
	<p><b>Chewing gum</b> You were seen chewing or were in possession of chewing gum. Chewing gum is not allowed in school due to the damage it causes.</p>
	<p><b>3 x Behaviour Incidents per two-week cycle = After school detention: Wednesday</b> <b>6 x Behaviour Incidents per two-week cycle = After school detention: Friday</b> <b>9 x Behaviour Incidents per half term = Full day in Reintegration</b></p>
	<p><b>Using Mobile Phone/Headphones</b> If you have your phone out, or had headphones in, they will be confiscated and taken to Reintegration to be collected at the end of the day. If this is repeated, you will be expected to hand this into Reintegration each day.</p>
	<p><b>Late</b> If you are late to school/lesson your parents will be contacted and you will be expected to make up the time <b>lost</b>.</p>

## Appendix 4: Consequences Pyramid

# Consequences

## Level of Response

