



THE GRAMMAR SCHOOL  
**HIPPERHOLME**  
Established 1648

**BEHAVIOUR  
POLICY  
The Senior School**



# **BEHAVIOUR POLICY**

## **The Senior School**

At Hipperholme Grammar School, all staff encourage the highest standards in collective and self discipline. The ethos of the School and the planning of the broad curriculum, promote the attitudes and values necessary for individual pupils to contribute positively to their own personal development and to that of the School. Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely.

This Policy is based on our belief that all pupils have a right to work in a calm, supportive and purposeful atmosphere and that all pupils have the right to come to school without the fear of being bullied. These values are central to the Vision of our School.

### **AIMS**

We aim to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.
- Access learning opportunities in a calm, positive environment.
- Achieve through high expectations of work and behaviour with praise, reward and celebration for positive behaviour and explicit and consistent consequences for negative behaviour.
- Behave appropriately in a wide range of social and educational settings

### **OBJECTIVES**

Our Objectives provide the means by which we will ensure the Principles are put into practice:

- To raise pupils' self esteem.
- To promote empathy and respect for self and others.
- To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- To develop an awareness of, and adherence to, appropriate behaviour.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To work within a positive, proactive and reflective approach to behaviour management.

- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.
- To ensure that when sanctions are used against students that they are reasonable and proportionate. In particular, account will be taken of the pupil's age, any special educational needs, any disability and any religious requirements affecting the pupil.

## **ROLES AND RESPONSIBILITIES**

**All staff throughout the school have a collective responsibility to ensure that all pupils maintain our high standards of behaviour. It is essential that all staff are proactive and take immediate and appropriate action whenever a pupil's conduct falls below our expectations. It is important that staff do not ignore poor behaviour.**

### **Form Tutor**

The Form Tutor has a key responsibility for monitoring the pupil's overall well being at School. The Form Tutor should monitor the conduct of the pupils in their Form through the Day Book. Form Tutors need to respond promptly to entries made against pupils in their Form and take follow up action as required.

Referring a concern to the Head of Section should only happen after exhausting other options or in the most serious cases.

### **Subject Teacher**

All teachers have a vital part to play in maintaining our high standards of behaviour throughout the school. Each classroom should contain the School's 'Classroom Etiquette' and these rules need to be reviewed with all pupils regularly. Teachers are expected to record comments about a pupil's conduct in Day Book. It is essential that both positive and negative comments are recorded.

### **Head of Department**

The Head of Department has a support role in our behaviour policy by ensuring that standards of behaviour in their department are consistent. It is expected that Heads of Department will promote positive behaviour through the introduction of rewards (Certificates; Pupil of the Week/Month/Term, etc). Heads of Department also play a key role within the discipline system.

### **Section Heads**

The Section Heads have overall responsibility for the welfare of the pupils in their section of the school. In addition to the detailed monitoring of pupils (through Day Book and personal contact), heads of Section are also able to guide and encourage the development of social skills amongst pupils through assemblies, PSHE and organised charity and social events. They become involved in more serious disciplinary matters and important pastoral issues affecting the year groups.

## **Deputy Head**

### **The Deputy Head is the Designated Teacher for Child Protection**

The Deputy monitors the effectiveness of our Behaviour Policy. The Deputy communicates frequently with Heads of Section concerning pupil welfare matters. Any member of staff can discuss any pupil's conduct with the Deputy at any time. However, the Deputy is not to be seen as a first-port of call: it is essential for the effectiveness of our Policy that issues with pupil conduct are dealt with appropriately by individual teachers.

The Deputy is solely responsible for taking decisions about whether a pupil should be placed in School Detention (after school) and for communicating with parents on the matter.

The Deputy maintains all records regarding serious sanctions (School Detention, expulsion).

## **Headmaster**

The Headmaster has oversight of the implementation of the Policy and for monitoring and reviewing its effectiveness in raising standards of behaviour throughout the school.

The Headmaster can be approached at any time concerning a pupil but it is essential that, wherever possible, teachers resolve incidents through the actions approved by this Policy.

The Headmaster is responsible for reporting on standards of behaviour to the Board of Governors.

The Headmaster meets weekly with the Deputy and Heads of Section to review all Day Book entries and to consider what, if any, supportive action is required.

## **REWARDS**

This school rewards good behaviour, as it believes that this will develop an ethos of co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise all types of achievements. Our House system is an important element of our reward system. All pupils are part of a House and all staff are encouraged to use House Points to reward pupil good behaviour/work.

We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise, written remarks about good work, sending a pupil to the tutor, HOD, Section Head, Head of House or the Head/Deputy for praise.
- house points and/or commendations are given to pupils in recognition of outstanding work or behaviour. House Points should be given using the following guidelines:

1. House points should only be awarded one at a time. There has been a tendency in the past to award more to Year 7 and 8 and less to other years. We should try to award House Points consistently and fairly across all year groups.
  2. House points should be awarded for: exceptionally good work, e.g. the only one in the class to get full marks on a piece of work or a project on which far more time has been spent than others. Good work or effort which is exceptional for that child (though not necessarily better than everyone else) in any subject. Exceptional helpfulness or service that was more than expected possibly at an Open Day or sponsored event or during an inter-house competition, both sporting and non-sporting.
- Stickers, Certificates, Merits and Prizes.
  - using the RoA which helps to give the pupils a sense of achievement and a chance to celebrate their successes.
  - reports which are also seen as a vehicle for constructive criticism and praise
  - Annual rewards.
  - Letters to parents/carers.
  - Peer praise/awards.

## SANCTIONS

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with a pupil's classwork should initially be dealt with by the class teacher, and then, if necessary, HOD or Deputy (in cases where there is no HoD). The punishment of a whole group is strongly discouraged unless this is unavoidable or appropriate. Sanctions should always be appropriate to the particular offences and used in a flexible manner, i.e. by considering individual circumstances. Only in severe cases or those exhibiting no signs of improvement should the Head of Section/Deputy become involved. Over reference to Head of Section/Deputy for punitive measures to be taken against pupils (rather than support for the teacher) can lead to these key people being forced to occupy a purely punitive role. If this occurs then it is likely to increase disorder and disruption in the School because:

- (i) it encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom;
- (ii) punishment is delayed and therefore loses some of its effectiveness;
  - (iii) Heads of Section/Deputy cannot carry out their proper function of investigating in depth the reasons why some pupils are unresponsive to the usual methods of reassurance, encouragement, control and punishment.

Our use of sanctions is characterised by the following:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided where possible as this breeds resentment.
- There should be a clear distinction between minor and major offences.

- It should be the behaviour rather than the person that is sanctioned.
- **Corporal punishment is prohibited under section 131 of the school standards and framework act of 1998 and the foundation states that it does not use corporal punishment.**

## **LESS SERIOUS OFFENCES - ACTION TO BE TAKEN**

Initially a suitable punishment/strategy will be employed - less drastic sanctions will be tried first but if they do not produce the desired result then more drastic or permanent measures will be employed. Appropriate actions for minor offences involve:

- talking the matter over with the pupil and the pupil's parents.
- talking to other pupils and teachers, e.g. HOD, Form Tutor, Head of Section, Deputy or Headmaster.
- moving the pupil to another seat or class to facilitate learning/good behaviour.
- removing the pupil from the classroom (must be placed under supervision).
- a pupil may work in another classroom away from the usual group for a cooling off period.
- withdrawing any pupil from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of pupils.
- placing the pupil on report. Here the behaviour is monitored throughout the day.
- work 'avoided' can be done at break or lunch time under direct supervision.
- detentions in school time, i.e. denial of break or lunch time.

## **NEGOTIATION AND CONTRACTS**

The making of a 'contract' by negotiation is sometimes appropriate when trust and mutual respect have broken down between the teacher/pupil/parents. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals. The pupil must fully participate in the negotiation - this offers him/her responsibility and can lead to a heightened sense of self confidence and awareness for the pupil. The utilisation of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the contract.

## **SERIOUS OFFENCES - ACTION TO BE TAKEN**

**All serious offences will be dealt with by a senior teacher, the Deputy or the Headmaster. The action taken will be consistent with our Child Protection Procedures and our Anti-Bullying Policy.**

In many cases of serious unacceptable behaviour there are **offenders** and **victims**, e.g. bullying, sexist or racist behaviour. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any bad behaviour is confirmed, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the offenders:

We support the **victims** in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- informing the victims' parents/guardians;
- by offering continuing support when they feel they need it;
- arrange for them to be escorted to and from the School premises;
- by taking one or more of the seven disciplinary steps described below to prevent more bad behaviour by the offenders.

We also discipline, yet try to help the **offenders** in the following ways:

- by talking about what happened to discover why they offended. Sometimes this can be best conducted in private or public (within the tutor group or an assembly) or possibly with the victim present - great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The most powerful sanction is the disapproval of individuals who an offender respects, e.g. his/her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened. Senior Staff make every effort to create a climate in which any sanctions will:
  - a). have the greatest effect;
  - b). preclude any reoffence.
- by continuing to work with the offenders in order to get rid of unsocial attitudes as far as possible (this may involve the assistance of outside agencies);
- by taking one or more of the nine disciplinary steps described below to prevent more bad behaviour.

## **DISCIPLINARY STEPS**

**For serious offences, the Deputy and/or Headmaster have to be involved in reaching a decision about an appropriate sanction. Only the Headmaster/Deputy may exclude or expel a pupil.**

**Corporal punishment is prohibited under section 131 of the school standards and framework act of 1998 and the foundation states that it does not use corporal punishment.**

Whatever sanctions are imposed they are applied without infringement of the School's ethos and aims - indeed their application should reinforce the School's ethos and aims e.g. some sanctions such as collection of litter or the refurbishment of defaced furniture are constructive and useful to the school community. However, punishments such as writing lines are seldom constructive and should be avoided.

The **offenders** may:

1. be warned officially to stop offending.
2. have their parents/guardians informed (parents may be called in to the School).
3. be placed on detention - see earlier for further details.

4. be placed on report and/or have privileges withdrawn, e.g. exclusion from the School premises at break and/or lunch times. Placing on report requires meticulous follow-up procedures.
5. be transferred from one class (teaching or tutor) to another - see earlier for details.
6. a contract may be agreed which includes the staged accrual of privileges - see earlier for further details. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals - in this way a balance can be seen to be kept between sanctions and rewards.
7. have an internal suspension for a fixed number of days.
8. be suspended (if they do not stop offending) for a minor fixed period (one or two days).
9. be recommended for suspension (if they then still carry on offending) for a major fixed period (up to five days) or an indefinite period.
10. if they will not end such behaviour, be recommended for permanent exclusion (expulsion).

## **SUSPENSION**

1. The Headmaster, or in his absence, the Deputy Head, has the authority to suspend a pupil for breaching school rules and/or policies, and will advise the Chairman or the Vice-Chairman of the Governors accordingly. Parents will normally be asked to collect the pupil and will be informed immediately of the reason for the suspension. In the event of parents being unavailable or unable to come to school the pupil may be sent home alone, with parental consent, and told to ring school when (s)he arrives home or the pupil will be suspended internally, i.e. kept away from all other pupils under regular supervision.
2. The circumstances leading to the suspension will be recorded and filed, and a letter confirming the suspension will be sent home that day.
3. The length of the suspension will be determined by the nature of the offence/s and any requirement for further internal investigation, but this should be kept to an absolute minimum and should not exceed seven days.
4. The option of expulsion will be considered for a particularly serious offence and for persistent offenders.
5. Parents will normally be expected to accompany their son/daughter when (s)he arrives back in school after a suspension. The emphasis will then be on positive progress in the future but either verbally or in writing dependent on circumstances the pupil will be given a warning and contract of good behaviour. This implies that any further serious misdemeanour (i.e. worthy of a suspension) may well result in expulsion. Such a contract would last for twelve months. Parents will either witness the contract or be told of it in writing. After a second suspension in a year the pupil will always be given a written contract and warning of expulsion.

## **EXPULSION**

6. Having given due consideration to all the written and verbal evidence

available, the Headmaster and the Chairman of the Governors, or one of their respective deputies but not both, have the authority to expel a pupil from the school. The involvement of the Police should not have any direct bearing on this decision, which will have been made in the context of the School's rules and policies.

7. The parents of the student/s involved will be informed in writing of the decision and advised that they have the right of appeal to the Board of Governors. This appeal should be made in writing, within seven days, to the Clerk to the Governors, indicating the grounds on which they are making the appeal.
8. Informal and/or verbal contact with parents is to be avoided if an appeal is lodged. Any necessary contact should be in writing and, if this is impractical, should be undertaken in the presence of a witness, when the conversation should be recorded and confirmed in writing.
9. If an appeal is lodged, the Clerk to the Governors will call an extraordinary meeting of the Board of Governors at its earliest convenience, which will be chaired by the Vice-Chairman or some other person elected for the purpose. The parents have a right to attend the hearing if they so request. The proceedings of an Appeal will be recorded by the Clerk to the Governors and approved by those present.
10. The availability of documentary evidence and a pre-meeting briefing are crucial to the efficient conduct of any appeal, the result of which will be relayed to the parents at the earliest opportunity, in writing, by the Clerk to the Governors.

## CONFISCATION

The Education and Inspections Act 2006 provides a member of staff with a specific statutory defence if he or she proves that the seizure, retention or disposal was a lawful disciplinary penalty. It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. For the confiscation to be lawful it must be **proportionate, necessary and in pursuance of a legitimate aim** ie. maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated. Proportionality depends on the value of the property.

The Violent Crime Reduction Act 2006, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. However this legal power currently only extends to weapons. A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate. However, if it is felt necessary for a pupil to be searched for illegal drugs or stolen property, that will be done by the police using the appropriate powers available to them.

Confiscation of a mobile phone is legitimate but searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether cyberbullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction. The staff

member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction.

When deciding whether to confiscate items of clothing or jewellery staff should avoid physical contact. If an item of clothing or jewellery is confiscated, this is done with another staff member present where possible. Confiscation of any item that would leave the pupil only partly dressed must be avoided.

### **Our criteria for confiscation**

- an item poses a threat to others: for example a laser pen is being used to distract and possibly harm other pupils or staff;
- an item poses a threat to good order for learning: for example a pupil uses a personal music player in class;
- an item is against school uniform rules: for example a pupil refuses to take off a baseball cap on entering a classroom;
- an item poses a health or safety threat: for example a pupil wearing large ornate rings in PE may present a safety threat to other pupils;
- an item which is counter to the ethos of the school: for example material which might cause tension in the community;
- an item which is illegal for a child to have: for example racist or pornographic material.

Records of confiscated items and the grounds for the action should be kept, so that they may be justified later if challenged. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value will be stored safely in the school office.

In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school session, or school day is adequate time to reinforce the school rule.

There may be some instances when the school chooses not to return an item to the pupil, eg items of no value, such as an inappropriate message scrawled on a piece of paper, or items of an unlawful or hazardous nature may simply be disposed of.

Items of value which the pupil should not have brought to school or has misused in some way might – if the school judges this appropriate and reasonable – be stored safely at the school until a responsible family adult can come to retrieve them.

## **STAFF GUIDANCE ON PHYSICAL INTERVENTION**

### **Aims**

- To ensure that students' well-being is paramount.
- To ensure that guidance on physical intervention is clear and that staff are regularly reminded of the advice.
- To support staff and to protect them from placing themselves in a position where they could be at risk of false allegations.

DfES Circular 10/98 clarifies the position about the use of physical force by teachers, and others authorised by the head teacher of a school, to control or restrain students. All members of staff who may have to intervene physically with students must clearly understand the options and strategies open to them. They must know what is acceptable and what is not. If the school is aware that a student is likely to behave in a way that may require physical control or restraint, it will plan how to respond if the situation arises.

The circular allows teachers, and other persons who are authorised by the Headmaster to have control or charge of students, to use force as is reasonable to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including the students own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

**Examples of situations** which fall into these categories are:

- A student attacks a member of staff, or another student, or where students are fighting;
- The student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- The student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A student is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- The student absconds from a class or tries to leave school (NB this will only apply if the student could be at risk if not kept in the classroom or at school);
- A student persistently refuses to obey an order to leave a classroom;
- The student is behaving in a way that is seriously disrupting a lesson.

This provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the students concerned e.g. on a field trip or other authorised school activity.

There is no legal definition of 'reasonable force'. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. The use of force can be regarded as reasonable only if the circumstance of the particular incident warrants it. The use of any degree of force is **unlawful** if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

## **Guidance**

Before intervening physically the teacher should, wherever practical, tell the student who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil. This makes your intentions public so people nearby also understand and do not misinterpret your action.

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

Physical intervention can take several forms, It might involve staff:

- physically interposing between students
- blocking a student's path
- holding
- pushing
- pulling
- leading a student by the hand or arm
- shepherding a student away by placing a hand in the centre of the back

Staff should **not** act in a way that might be expected to cause injury, for example by:

- holding a student around the neck, or by the collar, or in any other way which might restrict the student's ability to breathe
- slapping, punching or kicking the student
- twisting or forcing limbs against a joint
- tripping up a student
- holding or pulling a student by the hair or ear
- holding a student face down on the ground

**Teachers should, where possible, always try to deal with a situation through other strategies before using force.**

It is important that there is a detailed written report of any occasion when force is used. That should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff);
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;

- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property. Teachers should also keep a copy of the report. Parents will normally be informed of any incident involving their child.

There are occasions when physical contact with a student may be proper or necessary, e.g. because a member of staff has to give first aid, Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or CDT or where a child is in distress and needs comforting. Teachers will use their own professional judgment when they feel a student needs this kind of support. However, physical contact with students becomes increasingly open to question as students reach and go through adolescence, and staff should always bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

A complaint about the use of force by a member of staff will lead to an investigation and so the advice to all staff is to avoid any unnecessary physical contact with students. If you receive a complaint from a parent about a colleague using physical intervention report this to the designated person so that appropriate follow up action can take place.

Compiled by: Headmaster, Paul Rushton	Adopted: March 2010
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