COGNITA
TEACHING EXCELLENCE

HUDDERSFIELD GRAMMAR SCHOOL

Huddersfield Grammar School

School Behaviour Policy
&
Statement of Principles

September 2016

This policy has been written by our school to a standard Cognita Template

Huddersfield Grammar School

Contact names	
Head teacher	Tim Hoyle
Deputy Head (pastoral)/Senior Member of Staff	Simon Dean – Deputy Head Donna Holmes – Deputy Head (Pastoral) Sam Nash (Head of Prep) Fiona Smith (Head of Pre Prep) Nicki Halstead (Head of EYFS)
Designated Safeguarding Lead (DSL)	Simon Dean Nicki Halstead (EYFS)
Special Educational Needs & Disability Coordinator (SENDCO)	Stella Hutson
Cognita Assistant Director of Education	John Coleman
Independent Chair of school Safeguarding Governance Committee (SGC)	Fiona Dixon
Incident and Accident Books	These are kept in the School Office by Hayley Kelly
Cognita Head Office	Seebeck House, One Seebeck Place, Knowhill, Milton Keynes, MK5 8FR

Third Party contacts	
ChildLine (NSPCC)	Tel: 0800 1111
MindEd (including online counselling training for staff)	www.minded.org.uk
Young Minds	www.youngminds.org.uk
Place2Be (4-14yrs)	www.place2be.org.uk
Education Endowment Foundation (The Sutton Trust)	Teaching and Learning Toolkit – guidance for teachers
Anti-Bullying Alliance	Mental health and bullying: a guide for teachers and other children's workforce staff
Play Therapy UK (PTUK)	www.playtherapy.org.uk
PSHE Association	PSHE Teacher Guidance: Preparing to teach about mental health and emotional well-being (free)

KEY FACTS:

- **The Head sets the standards of behaviour in school, as expected by Cognita, the proprietor**
- **We ensure the welfare, health and safety of our children at all times**
- **We also have a separate anti-bullying policy and we have a zero tolerance approach to bullying**
- **We safeguard and promote the welfare of children and young people as a top priority**
- **We expect our parent/carer(s) and children to follow the school rules, which we believe are fair and proportionate**
- **Probable criminal behaviour will be reported to the police**
- **We do not permit the use of corporal punishment**

1 Purpose

1.1. All pupils will benefit from learning and developing in a well ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour. In order to help pupils succeed, all staff have a role to play in supporting them to be resilient and mentally healthy.

1.2. We are required to ensure the safety and well-being of all our children and staff, and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

1.3. In keeping with The Education (Independent School Standards) (England) Regulations 2014, our policy outlines our code of conduct for children and young people, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.

1.4. Every school must have a behaviour policy. Our governance arrangements, from Cognita, set the general principles which form our approach towards behaviour and discipline in our schools. This is in keeping with the spirit of the Education and Inspections Act 2006, with Cognitaas the proprietor.

1.5. Our policy and principles have been developed in wide consultation with staff, pupils and parents to ensure that we adopt a consistent approach to behaviour management.

1.6. The Head teacher is responsible for developing the behaviour policy within the framework set by Cognita, and in keeping with best practice in schools outlined by DfE. Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

1.7. This means that the Head teacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any disciplinary penalties for breaking the rules, and rewards for good behaviour.

The measures in our policy aim to promote good behaviour, self-discipline and respect, ensure that pupils complete assigned work and regulates conduct.

1.8. Our behaviour policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an anti-bullying policy document, which is available on our website and from the school office.

1.9. Our school policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our safeguarding policy, and in accordance with section 157 Education Act 2002, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs.

1.10. If any behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, serious or significant harm, then our safeguarding/child protection policy and procedures will be rigorously followed.

1.11. We publish our policy for parents, pupils and staff. It can be found on our website and accessed from the school office. We review this at least annually. This policy is referred to in our parent contracts accordingly.

1.12. We will always consider whether any continuing disruptive behaviour might be a result of unmet educational or other needs.in particular, we are mindful that the British Child and Adoloescent Mental Health Survey found that 1 in 10 children and young people under the age of 16 had a diagnosable mental disorder (2012).

1.13. We support children at times when difficult events happen in pupil's lives, such as demstic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build reslience which helps to prevent mental health problems from occurring later in life.

2 Applicability

2.1. Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management which combines appropriate discipline with support and encouragement delivered within our caring school environment. We also believe that this is what parents want from our school.

2.2. We work together with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

2.3. To this end, we expect our parents and pupils to respect the rules of the school and the expectations laid out in our behaviour policy. We expect both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.

2.4. It is important that our staff follow the behaviour policy at all times to ensure that we implement our policy consistently and effectively. We understand that this ensures that our pupils feel they have been treated fairly compared to others.

2.5. **We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity whether on, or off, the school premises under any circumstances.**

2.6. Should any child display emotional, behavioural and social difficulties, it is our role to remedy, or at least positively manage, such difficulties to ensure that children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

2.7. Children who are mentally healthy have the ability to:

- develop psychologically, emotionally, intellectually and spiritually;
- initiate, develop and sustain mutually satisfying personal relationships;
- use and enjoy solitude;
- become aware of others and empathise with them;
- play and learn;
- develop a sense of right and wrong; and
- resolve (face) problems and setbacks and learn from them.

2.8. Where severe problems occur, we expect the child to get support elsewhere as well, including from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.

2.9. We will make good use of the PSHE Association guidance and lesson plans to support effective teaching on mental health issues. We ensure our PSHE curriculum focuses on developing and maintaining children's resilience, confidence and ability to learn. We also use these discussions and activities to identify children who require additional pastoral support.

2.10. Staff work closely with the SENDCO and designated safeguarding lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

3 Definitions and Scope

3.1 Our school's aims are as follows:

Aims

- To create an environment, that encourages and reinforces good behaviour.
- To promote self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour and School Ethos

The adults encountered by our students at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on students.
As adults we should aim to:

- Create a positive climate with high expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

3.1. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

3.2. Our school provides:-

- a committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- an ethos of setting high expectations of attainment for all pupils with consistently applied support. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the school and the range of acceptable and unacceptable behaviour for children. These should be available and understood clearly by all, and consistently applied by staff;
- an effective strategic role for the qualified teacher who acts as the special educational needs co-ordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- working with parents and carers as well as with the pupils themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem;
- clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with

clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND policy;

- working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
- a healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

3.3. Only medical professionals should make a formal diagnosis of a mental health condition. We, however, are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one, usually through the Common Assessment Framework or Early Help. This may include withdrawn pupils whose needs may otherwise go unrecognised.

3.4. The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.

3.5. We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting the individual health care plan.

3.6. The following principles underpin our approach towards behaviour and discipline:-

- school staff and pupils should all show respect for one another;
- good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
- appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs;
- pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
- all pupils should be listened and responded to;
- all pupils are entitled to learn in a safe and secure environment;
- pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
- all school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- all members of the school community should understand and accept the principles on which the behaviour policy is grounded.

4 Procedures & Responsibilities

4.1. Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.

4.2. Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Head teacher says otherwise.

4.3. To be socially acceptable, we believe that children should be able to:-

- treat other children and adults with respect;
- speak politely to other people; and
- have self-confidence and high self-esteem.

4.4. To encourage this, the staff will:-

- treat all children and adults with respect;
- speak politely to other people;
- praise children's efforts and achievements as often as they can;
- explain to children what they should have done or said when they get it wrong;
- tell parents about their child's efforts and achievements; and
- avoid using critical or sarcastic language.

4.5. We will not accept the following behaviour from children or adults:-

- use of unkind or rude language;
- hitting, kicking, biting or other such physical responses; or
- racist or sexist remarks, or other discriminatory comments.

4.6. If such behaviour occurs:-

- we will tell the child that it is wrong and explain what they should have done or said, or not said;
- if the behaviour is repeated, the child will be reprimanded once move as above;
- if the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected;
- we will try to find out why the child is behaving in this way and then treat the situation accordingly.

4.7. The role of the teacher:-

- Teachers are responsible for ensuring that the Code of Conduct in our school is enforced in their class, and that their classes behave in a responsible manner during lesson time.
- Any incidents of anti-social behaviour will be discussed by the teacher with the class, eg during circle or pastoral time.
- Every teacher enforces the classroom code consistently and treats each pupil fairly.
- If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including where relevant a conversation with the parent to seek improvements and the use of appropriate strategies.

- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil.
- An incident form is used to record in detail any incident involving a child, or anyone employed in the school, which results in personal injury or damage to property. These include loss or theft, deliberate damage, any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book.
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter.
- Never make racist, sexist or other abusive or humiliating remarks.
- Never resort to physical violence.
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded.

4.8. Expectations of Pupils in our School:-

- arrive on time to lessons/classes with all the equipment needed for the lesson;
- listen in silence when the teacher is giving instructions;
- follow instructions promptly and accurately;
- raise a hand to gain attention;
- follow the teacher's instructions about moving around the classroom;
- treat others with respect and consideration at all times;
- dress cleanly and neatly in the specified uniform for the activity;
- obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- move sensibly and calmly around the buildings and grounds;
- never make racist, sexist or other abusive or humiliating remarks;
- never resort to physical violence.

5 Policy

5.1. Our Rewards

- All staff praise, reward and sanction consistently. The Rewards provided in each section of the school are shared with parents in the Parents' Handbook.
- Younger children are given stars and stickers for good work. They share their work with other teachers and the Headmaster who issues Headmaster's Awards.
- The Headteacher awards certificates and badges for outstanding achievement to individual children.
- House/team points are awarded for good effort, work, helpfulness etc. The points are collected for the 'House Bell' Competition
- Achievement assemblies take place to support our positive approach and reinforces good behaviour thereby celebrating all children's achievements, raising self-esteem and self-confidence.

5.2. Our Sanctions

- The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.
- We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our safeguarding children policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.
- Adults always make it clear that they are upset about the child's behaviour, not the child. They should always use private not public reprimands so that when a sanction is applied, the child can make a fresh start. Corporal punishment will not be used in any circumstances and to do so is illegal.

5.3. Parents will be involved at the earliest stage, if problems are persisting or recurring.
Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class:

- verbal warning by the Headmaster or Deputy Head or Head of Key Stage/Year. For most pupils this will be sufficient and the problem will be rectified;
- withdrawal from lessons for the rest of the day;
- detention;
- contacting parents immediately;
- meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve;
- parents to be advised that the next stage is a fixed term exclusion;
- permanent exclusion with the agreement of the Assistant Director of Education will only take place if the above measures have not been successful over time, and that parents have been notified in advance of the possible outcome should re-offending occur of a serious and persistent nature. (Please see the school's Exclusion Policy for further details.) All Cognita exclusion procedures will be followed including appropriate warning letters. The Local Authority will be informed.

5.4. Allegations of Abuse against Teachers & Other Staff

- Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made.
- Every effort will be made to ensure confidentiality is maintained while an investigation is underway.
- This will be treated as a serious incident and consideration of our school sanctions will be used in the event of any malicious accusations against school staff. This will include exceptionally exclusion from school but only where appropriate and it is proportionate to the event, in keeping with the individual circumstances of the incident. Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. We will always seek to first understand why this allegation has been made, and any sanction applied will be commensurate with the serious nature of the allegations, and procedures would be adhered to.

5.5. Complaints Procedure

- If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern with the Headteacher. You may find it helpful to refer to our formal complaints procedure for guidance. This procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.
- If your complaint is about exclusion from school for inappropriate conduct, please refer the matter to the Assistant Director of Education as advised in your exclusion letter.

6 Related Policies, Guidelines, Templates and Forms

- Special Educational Needs
- Safeguarding: Child Protection Procedures
- Safeguarding: Dealing with Allegations of Abuse against Teachers & Other Staff
- Compliments & Complaints Procedure
- Learning outside the Classroom: Educational Visits
- Accidents & Incidents Recording & Reporting
- Health & Safety
- Equality & Diversity
- Data Protection
- School Uniform
- School Exclusion Procedures
- Supervision
- Social, Moral, Spiritual & Cultural Development
- Staff code of conduct

- School disciplinary procedures
- Anti-bullying
- Use of reasonable force

6.

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Rosalind Vahey
Specialist Legal Advice	n/a
Consultation	n/a

7.

Compliance	
Compliance with	ISSR 2014, Keeping Children Safe in Education, Statutory Framework for EYFS 2014, Compliments and Complaints Procedure, Safeguarding and Child Protection Policy, Equality and Diversity, Special Educational Needs and Disability, School Uniform, School Exclusion Procedures, PSHE, SMSC, Anti-Bullying, Use of Reasonable Force, Accident and Incident Recording and Reporting, Learning Outside the Classroom, Whistleblowing, Acceptable Use Policy (mobile phones and cameras).

8.

Audience	
Audience	Heads, DSLs, SENDCOs, pastoral leads in schools

9.

Document application	
England	Yes
Wales	Yes
Spain	Yes

10.

Version control	
Implementation date	September 2016
Review date	September 2017

11.