

Hulme Hall Grammar School



Behaviour and Discipline Policy

Policy Control	
Report	Behaviour & Discipline Policy
Approval Body	Education Committee
Date Reviewed	November 2021
Review Schedule	Bi-Annual
Next Review Date	November 2023

This is a whole School policy and also refers to the Early Years' Foundation Stage (EYFS)

This policy has regard to the following DfE guidance and advice:

- “Behaviour and Discipline in Schools” (2016)
- “Use of reasonable force” (2013)
- “Searching, screening and confiscation” (2018)
- “Keeping Children Safe in Education” (2021).

This policy should be read in conjunction with other School policies and procedures, including the following:

- Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Alcohol, Drugs and Substances Policy
- Exclusions and Appeal Procedure
- E-Safety Policy
- ICT Acceptable Use Policy
- Complaints Policy
- Behaviour Policy Covid-19 Amendment.

Pupils and parents should also be mindful of the behaviour expectations as detailed in the Pupil Diary and the Parent Contract.

Importance of Good Behaviour and Discipline

Good behaviour and discipline are vital parts of School life and are necessary both for pupils to be able to learn and for their safety and well-being. The School believes that good behaviour and discipline instils the correct values into pupils, namely, respect for others and their property, honesty, trust, fairness, self-respect and self-discipline. In turn, this helps young pupils to develop into responsible adults.

Effective discipline is an important feature of personal and social development and has a positive influence upon pupil / teacher relationships. It serves to enhance the quality of learning in a school.

Our ground rules for behaviour & discipline are:

- All pupils have a right to learn
 - All teachers have a right to teach
 - Everybody has the right to fair treatment
 - Everybody has the right to safety
 - It is the responsibility of all members of the School's community to ensure that they behave in a manner that enables all to enjoy these rights
 - Good discipline promotes purposeful learning
 - Unacceptable behaviour will not be tolerated, but can be changed.
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While good discipline is essential for the well-being of the School and all its members, it is also important for the public image of the School. Pupils are therefore expected to behave in a manner worthy of the School at all times.

The vast majority of pupils respond to encouragement. We should aim to be positive and to highlight good behaviour. All sanctions are only useful if applied sparingly. Their deterrent effect is reduced if over-used.

Behaviour and Discipline for SEND Pupils

In line with the Equality Act 2010, the School recognises that reasonable adjustments should be made to support the behaviour of pupils with special educational needs/disabilities (SEND).

Teachers are trained to prevent challenging behaviours being displayed by young people with ASC (Autism Spectrum Condition) and other SEND. Staff seek to identify the underlying cause of the behaviour (for example an unmet SEND) and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening, and ensures that children who are displaying challenging behaviour because of an underlying disability or SEND are not discriminated against.

Some pupils, such as those with ASC, may react in an unexpected way to the use of force as a result of their disability – e.g. if they have sensory issues. To minimise the risk of injury and avoid exacerbating the incident de-escalation techniques should always be the first option in volatile situations, keeping the use of force as a last resort. Any pupil whose behaviour is at risk of harm / risk of harming others may be subject to reasonable force. Such measures would always be outlined in an individual pupil behaviour plan and be agreed with parents / carers.

The School uses additional resources and support systems to manage individual SEND behaviours such as Occupational Therapy / Counselling / SALT / Autism Team / CAMHS / HYM / ADHD Nurse. We also run a weekly Social Thinking Group for targeted support for some individuals.

Role of the Governing Body

The Governing Body has a key role in promoting the ethos and values that the School holds as important.

Role of the Headmaster

The Headmaster is directly responsible to the Governing Body for ensuring that good behaviour and discipline are an integral part of the way in which the School and its pupils are managed. The Headmaster must lead by example in these areas to ensure that the School can attain its aims.

Role of the Teacher

The subject teacher is responsible for the behaviour of the class during lessons and for ensuring that work is completed to the required standard.

All teachers should have consistent expectations about the way in which pupils should behave. A key ingredient of good discipline is having a positive teacher / pupil relationship. Staff can help to sustain a school's discipline policy by accepting responsibility for pupil behaviour outside the classroom as well as inside and by accepting responsibility for all pupils, not simply those of their own form or teaching groups. Most importantly, there must be consistent standards of discipline throughout the School (e.g. punctuality, lining up procedures, movement between lessons), and common strategies for dealing with problems as and when they arise.

Teachers must be reflective practitioners. If a teacher is experiencing difficulty in maintaining effective classroom management, it is important for him / her to reflect upon their teaching strategy, consult a line manager or observe another teacher in action. Often, a few simple changes in approach can remove the source of the problem.

Teachers should try to avoid:

- humiliating pupils - this breeds resentment
- over-reacting - the problems will grow
- over-using sanctions - their deterrent effect will be reduced
- being inconsistent - children need to know where they stand
- issuing vague instructions - this can lead to misunderstanding.

It is the role of teachers to ensure that all pupils adhere to the behaviour expectations as detailed in the pupil diary.

Any member of staff who identifies a pupil as misbehaving has a responsibility to draw the child's attention to this fact.

Any incident involving misbehaviour resulting in some form of punishment will be recorded on the Management Information System (MIS).

Any conversation or meeting between a member of staff and a pupil's parent/carer, on matters of behaviour, must be noted and recorded on the MIS.

The following types of behaviour will result in the application of appropriate sanctions and will be recorded in the pupil's personal and pastoral files:

- physical assault
- peer on peer abuse
- bullying (see also the Anti-Bullying Policy for details)
- persistent misbehaviour in class
- theft
- bad language
- persistently disregarding an instruction.

This list is not exhaustive.

Pupils who persistently misbehave in class and who fail to heed the warnings issued by their teacher, will be reported to the relevant Key Stage Manager or another member of the SLT. An appropriate sanction will be applied. If a pupil is sent out of a lesson, the Headmaster will be

informed and it is likely that a Headmaster's Detention or other appropriate sanction will be imposed.

The Role of Parents

The vast majority of parents are interested in their children's education and are supportive of the School's aims in promoting good discipline amongst its pupils. Parents and teachers are key partners in education. Good communication and co-operation between the two are essential. Parents are therefore advised to bring any concerns to the attention of the teaching and/or pastoral staff immediately. It is expected that parents will respect the authority of the School and its representatives.

Liaison with parents is central to an effective behaviour and discipline policy. Parents are contacted with both 'good news' – e.g. informed of Merits totals on Pupil Progress Records / Positive e mails home / Praise Postcards / Thank You lettersand also 'bad news' e.g. a note in the pupil planner / an e-mail home about lunchtime detention / a phone call from the Form Tutor or Key Stage Manager if poor behaviour persists and begins to have an adverse effect on teaching and learning.

Managing Pupils' Transition

Whether a pupil transfers to Hulme Hall at the start of an academic year or mid-year, behaviour is assessed through a number of interventions to ensure that the parents and pupils feel supported and understood. Pupils may attend an Assessment Morning and / or have Taster Days and references are always called for from their previous setting. HHGS staff may attend the current setting if they have an EHCP and it is deemed appropriate to have a transition meeting or observation. Behaviour plans may be necessary to help the pupil acclimatise to their new surroundings.

School Rules

Rules must lie at the heart of the School's discipline policy. The rules are a means of introducing parents and pupils to the values that the School considers to be important. The Codes of Conduct will be discussed and reinforced regularly by form tutors, subject teachers and in assemblies. Parents and pupils can refer to these rules via the information given in the Pupil Diary and on the School website.

Rewards and Sanctions

a. Rewards

The Merit System operates in both the JLC & Senior School in order to recognise attainment, effort and the general contribution that a pupil makes to the life of the School. The Merit System is our current method of promoting good behaviour and positive attitude to school life.

Pupils exchange merits for raffle tickets where they are entered into a termly prize draw.

In the JLC, 'Golden Time' operates for the final 30 minutes on Friday afternoons. Pupils, who have qualified for 'Golden Time' by virtue of their effort and behaviour during the week, may follow a recreational activity of their choice during this session.

b. Sanctions and Punishments

The behaviour of the vast majority of our pupils is excellent. Therefore, the issue of behaviour must be kept in perspective. We should aim to work positively with the minority of pupils who persistently misbehave.

Generally, a few words to the offender is sufficient and certainly, in the first instance, any sanctions (assuming that the offence was not of a more serious nature), should be administered by the teacher. Consistency is vitally important.

The School operates a traffic light system for behaviour in the Senior School. All pupils will have their planner on a green page at the start of the lesson, any inappropriate behaviour may lead to the page being moved to amber, any further incidents would lead to the page being moved to red. After this a pupil would be sent out of the lesson.

There are additionally a range of sanctions that can be applied as appropriate to the seriousness of the offence:

- changing of seating position in the classroom
- withdrawing of privileges
- carrying out a useful task in school
- informing parents of behaviour (telephone, meeting or through homework diary)
- being placed on a formal behaviour report for a prescribed period of time, to be completed on a daily basis by parents and teachers
- withholding participation in school trips or sports events that are not part of the National Curriculum (in some circumstances, the School will reserve the right to withhold participation in visits connected to the National Curriculum if it is felt that the pupil's behaviour may endanger the safety of the group)
- subject detention (lunch time)
- after-school detention (3.30pm – 4.00pm) and Headmaster's detention (Thursday 3.30pm-4.30pm) in Senior School (see below)
 - loss of playtime, loss of 'Golden Time' in JLC
- sending out of lesson
- referral to Key Stage Managers / SLT / Headmaster for Behaviour Action Plan
- formal interview with Parents, Key Stage Manager and Headmaster
- fixed term exclusion at the discretion of the Headmaster
- permanent exclusion – Headmaster's recommendation to the Governing Body (see the Exclusion and Appeal Procedure).

Detentions – After school detention will take place from 3.30pm – 4.00pm on a Monday and Wednesday for KS3 pupils and on a Tuesday and Friday for KS4 pupils. For these, and Headmaster's detentions, parents will be given at least 24 hours' notice of such detentions, to ensure they can make suitable arrangements for transport home for their child.

Under no circumstances will corporal punishment be used.

Peer Abuse Including Sexual Violence and Harassment

All staff and Governors are made aware that safeguarding issues can manifest themselves via peer-on-peer abuse. These types of behaviours may include, but are not limited to:

- bullying (including online sexual abuse)
- gender-based violence
- sexual assaults
- sexual harassment
- the sharing of nude or semi-nude images – also known as sexting.

Staff acknowledge that peer-on-peer abuse and / or sexual harassment could be happening in our setting, even if there are no specific reports of it. We will assume that it is happening.

It is important to recognise that children and young people can feel under pressure with matters of sexual harassment. Incidents will not be treated as ‘banter’, ‘just having a laugh’ or seen as part of growing up. By promoting and supporting a whole school ethos towards sexual violence and harassment, we endeavour to prevent it. To create an environment where sexual violence and harassment aren’t tolerated, school will:

- challenge incidents of a sexual nature, for example, grabbing bottoms, breasts or genitalia. Not acting or dismissing such behaviours and risks promoting or normalising them
- respond to incidents in ways that are effective, proportionate and consider the context in which they’ve occurred. This may include the use of appropriate sanctions, informing parents or in more serious matters, referring the incident to the police. It may also be necessary for school to work with the LSP (Local Safeguarding Partnership) to access a range of support available for victims and or perpetrators of harmful sexual behaviours
- encourage bystanders to intervene, which helps to enforce a zero-tolerance message while also encouraging students to support each other
- encourage staff, students and parents to share their concerns openly so they feel listened to and don’t feel judged
- offer students various routes to report concerns, such as surveys, a concern box and via a member of staff they identify as someone they trust
- engage parents in discussions and keep them informed of any concerns about harmful sexual behaviours either face to face, or via email or telephone
- build relationships with agencies and charities who can offer additional support, should school / individuals / groups require it.

Prevention and Education

To reduce and prevent incidents of sexual violence and harassment, children and young people should have a clear understanding of what they are.

To support this, School continues to develop an effective Sex and Relationship Education (SRE) programme within our Personal, Social, Health and Economic (PSHE) programme that’s supported by the wider curriculum. Subjects include:

- What healthy and respectful relationships are
- What respectful behaviour looks like

- What consent is
- What gender equality means
- What bullying is
- How to keep safe online
- What prejudiced behaviour is
- Body confidence and self-esteem
- Gender roles and stereotyping.

Staff teaching RSE will receive regular guidance, support and high quality training.

Staff and Governors will receive regular updates to help them better understand, identify and respond to instances of peer on peer abuse and sexual harassment.

Responding to Suspected Peer-on-Peer Abuse

Incidents of peer-on-peer abuse must be reported to the Designated Safeguarding Lead (DSL) These include records of incidents that may have occurred outside of the school setting / over social media / at weekends etc.,

There will be a separate record for sexual violence and sexual harassment held on the school Management Information System (MIS)

Depending on the severity, a decision can then be made whether to:

Report the concern to social care and/or the police

Undertake an early help assessment

Manage the concern internally with or without external agency support

When dealing with peer-on-peer abuse the welfare of all the children involved is our top priority and our response should reflect this

When dealing with peer-on-peer abuse staff will:

- Act quickly and sensitively
- Gather information from everyone involved to make sure all the facts have been gathered
- Ask open questions to obtain clarity: • what happened? • who saw what happened? • what was seen and heard? • did anyone intervene?
- Decide on the next course of action. In doing so, investigating staff should consider: • was the act deliberate and with the intent to cause physical or emotional harm? • has the child experienced this abuse before? • has the child done this before? • does the child understand the impact of their behaviour on others? • have similar incidents occurred in the school involving other children – is this a pattern emerging in a particular group or key stage, or in a certain location at school?
- Victims of harm will be supported by the school's pastoral system
- Perpetrators will also receive pastoral support and guidance
- Staff should follow these peer-on-peer abuse procedures and the School's Safeguarding Policy.

Further information regarding OFSTED's 2021 review of sexual violence and abuse in schools, can be found at:

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Below is a bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

Physical Restraint

Where there is an immediate risk of injury to pupils and / or staff, or a threat of significant damage to property, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. Before intervening physically staff should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The staff member should continue to attempt 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. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.

Staff should not put themselves at risk of injury. In these circumstances, the staff member should remove the other pupils who may be at risk and seek assistance from a colleague or colleagues and if necessary telephone the police. Staff should inform the child/children that they have sent for help. Until assistance arrives, staff should continue to attempt to defuse the situation orally and try to prevent the situation from escalating.

There are a wide range of situations where force might be appropriate, or necessary, to control or restrain a child. They will fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury to pupils or staff.
2. Where there is a developing risk of injury, or significant damage to property.
3. Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A child attacks a member of staff or another pupil
- Children are fighting
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A child is running in the playground in a way in which he or she might have or cause an accident likely to injure him or herself or others
- A child absconds from a class or tries to leave school (N.B. this will only apply if a child could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category may include:

- A child persistently refuses to obey an order to leave a classroom
- A child is behaving in a way that is seriously disrupting a lesson.

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

- physically interposing between pupils
- blocking a child's path
- holding
- pushing
- pulling
- leading a child by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back or in extreme circumstances, using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force', for example to prevent a young child running off a pavement onto a busy road, or to prevent a child hitting someone, or throwing something. In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- Holding a child by the neck or collar, or in a way that may restrict their ability to breathe
- Slapping, punching or kicking the child
- Twisting or forcing limbs against a joint
- Tripping up a child
- Holding or pulling a child by the hair or ear
- Holding a child face down on the ground.

In the unlikely event of a staff member needing to use restrictive physical intervention, the following points should be noted:

- Restrictive physical intervention must be consistent with the concept of reasonable force
- The circumstances must warrant the use of force - the degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result
- Avoid causing pain or injury
- Avoid holding or putting pressure on joints
- Do not hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

In the event that physical restraint is required to prevent pupils harming themselves or others, an incident report will be immediately written for the pupil's file and the Headmaster / SLT should be informed.

Searches and Confiscation

Searches - A member of the School staff may search a pupil or their possessions for any item, if the pupil consents to such a search taking place (NB. The ability to give consent may be influenced by the child's age or other factors).

The Headmaster, or a member of staff authorised by the Headmaster, has the right to search a pupil or their possessions without their consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item / an item that is banned according to the School rules.

Such prohibited items include;

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco, cigarette papers
- E-cigarettes ("vaping" devices or materials)
- Fireworks
- Pornographic images or materials.

This list also includes any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or may cause injury to any person (pupil or staff) or their / School property.

Confiscation – School staff can seize any item found as a result of a search or any item they believe to be harmful or detrimental to school discipline.

Any searches or confiscation of items carried out with reference to the above will be carried out in line with Department for Education advice to Schools relating to "Searching, screening and confiscation" (see link below):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Serious Breaches of Conduct

The Headmaster or Senior Leadership Team (SLT) should be informed of any serious breaches of conduct. Serious breaches of conduct may involve:

- repeated verbal or physical abuse of another
- threatening behaviour (toward another pupil or a member of staff)
- bullying
- peer on peer abuse
- sexual violence and harassment
- fighting
- repeated bad language
- serious disruption of lessons
- refusal to obey instructions issued by a teacher, disrespectful behaviour toward a member of staff

- theft
- bringing banned substances or items on to the School site
- serious misuse of ICT equipment (hardware or software) or electronic devices
- making malicious accusations against staff.

Where a serious incident has occurred or is alleged to have occurred, the Headmaster or SLT may immediately seek to involve the parents of those concerned.

The Headmaster or SLT will deal with serious breaches directly, particularly when a matter is brought to their attention which seems to have been ongoing for some time and where other strategies have been unsuccessful.

This will usually involve the Headmaster asking a member of SLT to conduct an investigation into the events surrounding the incident. This may involve speaking to those involved and any witnesses to the incident (pupils or staff). Notes of any interviews will be taken by the relevant member of staff conducting the investigation and those involved may also be asked to give a written version of their accounts. If necessary, the Headmaster may also interview those involved before reaching his decision.

The Headmaster will then review all the evidence available to him before reaching a decision regarding any appropriate sanction(s). All incident reports and records of sanctions will be recorded on the MIS and / or placed in the relevant pupil file(s).

The Headmaster's decision on an issue of serious or persistent misconduct may result in the temporary or permanent exclusion of the child from School. An exclusion will only be imposed after a full investigation into the incident has been conducted (see above). The Headmaster is the only member of staff with the authority to exclude a pupil from School.

Fixed Term (Temporary) Exclusion.

This is generally awarded for ongoing repetition of an offence and where other guidance, warnings or sanctions have been unsuccessful.

Alternatively, such an exclusion could be applied to a more serious, single offence that merits such a sanction.

Such exclusions are for a short and 'fixed' period of time, i.e. normally up to a maximum of one week / five school days.

There is no right of appeal against a fixed term exclusion.

Permanent Exclusion

This is very much the last resort and will only be implemented for single or cumulative offences that are so serious as to merit this action.

In the event of permanent exclusion, the Headmaster will provide a 'Request for Commencement of Appeal Procedure' form to the parents outlining the procedure to be adopted. In such a situation, parents have the right to lodge an appeal against the exclusion to the Appeal Panel.

The Headmaster will forward a report to the Governing Body recommending the permanent exclusion of the pupil. The Headmaster may not permanently exclude a pupil from School without authorisation from the Governing Body.

After consideration of the evidence, the Governing Body may choose to uphold the Headmaster's recommendation or ask him to reconsider it. The pupil will remain excluded from School until such time that the Governing Body has delivered its final decision.

The decision of the Governing Body is final and will not be subject to further appeal.

[For further details see the **Exclusion and Appeal Procedure**].



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