

NHSG Discipline and Behaviour for Learning Policy

Key Requirements/ Legal Duties

This policy responds to the Independent Schools Standards Regulations 2014, which includes the requirement that all schools must have a behaviour policy which must be available to all parents and prospective parents. Government non-statutory advice contained in 'Behaviour and discipline in Schools: advice for headteachers and school staff' (updated January 2016), has been followed when developing and reviewing this policy.

The school also acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities.

Statement of behaviour principles

At Newcastle High School for Girls we aim to foster an ethos, which ensures that all members of the School community may achieve their full potential both academically and socially. This ethos encourages good behaviour in all aspects of school life, it instils the values of tolerance and respect for others in all pupils and allows effective teaching and learning to take place.

Introduction

Newcastle High School for Girls endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The School recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The School's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility, it is all of ours.

Policy Aims

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the School's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

Roles and Responsibilities (staff)

The Head has the overall responsibility to determine the School's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting the staff's authority to discipline unacceptable behaviour, and the pupils who exhibit such behaviour, ensuring that this happens consistently across the School.

The member of staff with day to day responsibility for behaviour management is the Senior Deputy Head in the Senior School, the Deputy Head of Junior School in the Junior School and the EYFS Phase Leader in the EYFS.

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the School's expectations during lessons, in areas of the School outside of teaching rooms, and in their free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take initial responsibility for any misbehaviour – seeking support/advice when required
- Ensure sanctions are applied consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil including SEN or disability
- Work in partnership with parents and guardians

Expectations of staff

The following principles should underpin all of our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to reconcile

These principles are consistent with the Newcastle High School for Girls Code of Conduct **for staff** which states:

1. Staff should not engage in any form of discriminatory behaviour regarding gender, marital status, religion, belief, colour, race, ethnicity, class, sexual orientation, disability or age. This is in accordance with the GDST Dignity at Work Policy.
2. Staff should always try to create an environment that ensures, as far as is reasonably possible, the safety and well-being of all pupils under their care at any given time whether in School or on a trip or visit.

3. Staff should have high expectations of behaviour from girls at all times and in all School related environments.
4. Staff should take responsibility for promoting an environment of positive, mutual respect based on praise rather than criticism and at no point should they ever expose girls to any form of humiliation, be it private or public.
5. Staff should be prepared to listen to girls regarding matters of personal importance. Staff should not guarantee confidentiality at any time and should not misrepresent any information given to them by anyone, acting in a way consistent with legal requirements. Staff should never withhold any personal information about a child. All information should be communicated through the School's pastoral system or in accordance with the Safeguarding Policy and Procedures.

Expectations of pupil behaviour

We try to have as few formal rules as possible relating to conduct, but we do have clear expectations. We make these explicit to all pupils, and encourage discussion of the reasons behind them.

In particular all pupils have a responsibility at all times to

- Work to the best of their ability
- Show through their behaviour and language, respect and consideration for all members of the school community, including teachers, other staff and all pupils
- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind
- Treat other people's property with care and respect and take proper care of books, equipment and the School property
- Treat the school environment (grounds, buildings and materials) with care and respect
- Adhere to the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the IT Acceptable Use Agreement and Anti Bullying Policy

Behaviour in lessons

All pupils are expected to display behaviour which shows respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the School's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour will be corrected in line with the School's range of disciplinary sanctions. In addition to the types of behaviour which place a pupil at risk of a serious sanction, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off-task behaviour which interrupts the learning

of others and a lack of co-operation.

Uniform, behaviour around the building and out of lessons

Pupils are expected to behave in a manner which demonstrates respect for themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond to each other, all of which should demonstrate courtesy and consideration towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the School. The School reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents.

Behaviour outside the School

Pupils who breach the school's Discipline and Behaviour for Learning Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or work-experience placements, will be dealt with in the same manner as if the incident had taken place in School. Misbehaviour using IT, via mobile phones, computers and other electronic devices, is also dealt with in the same manner as if the incident had taken place in School.

For incidents that take place outside School and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes bullying behaviour within the school community (e.g. pupil to pupil /pupil to staff - outside school), behaviour in the immediate vicinity of the School or on a journey to or from the School. Other relevant factors include whether the pupil is wearing school uniform or is in some other way identifiable as a pupil at the School and whether the behaviour could adversely affect the reputation of the School.

Positive reinforcement and rewards

Newcastle High School for Girls recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This teaches and reinforces expected behaviour and has a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviour, is central to the promotion of good behaviour and good order.

Newcastle High School for Girls uses a range of rewards and positive reinforcement strategies. Examples of these include:

- Praise
- Written comment on work/in book/in planner
- Merits
- Certificates
- Mention in assemblies

- Motivational rewards/prizes
- Special awards at Achievement Assemblies and Prizegiving
- Letters home

By these means the School seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

Specific Rewards: Merits and Gold Merits

The awarding of merits is recorded on SIMs.

Merits can be awarded for a range of positive behaviours and actions which may include, but are not limited to:

- a specific worthy achievement
- consistent high achievement
- outstanding effort for a particular piece of work or project
- consistently high level of effort or commitment to the subject
- outstanding contribution to the PSHE programme or
- outstanding contribution to Form/Year assemblies
- outstanding effort with regard to carrying out the offices of the Form – eg Form Captain, Form Council rep, charity monitor, etc.
- behaviour of an exceptionally kind and courteous nature
- buddying visiting pupils

Five merits will lead to a Gold Merit, and each gold merit will also count as a House Point, awarded to the relevant house.

Records are kept of the House with the highest number of Gold Merits/House Points and the Gold Merit cup is awarded each half-term.

Disciplinary sanctions

The School defines **unacceptable behaviour** as that which includes any behaviour taking place inside or outside of school, or online or using electronic devices or technology, which disrupts or impacts on the learning or welfare of other pupils or on the maintenance of health, safety and discipline within the school community.

Bullying is an example of unacceptable behaviour and is not tolerated. When incidents of bullying do occur they are investigated thoroughly and strong action is taken to deal with those responsible and to support the person or persons targeted. Please refer to the Anti-Bullying Policy for further details.

When our expectations are not met with regard to pupil behaviour, we deal with the matter fairly and firmly. We have at our disposal a range of sanctions and strategies to deal with

unacceptable behaviour.

Rationale supporting the use of sanctions or strategies arising from misconduct

These sanctions and strategies are not designed merely to be punitive or ends in themselves but the aim of their implementation is to:-

- link the behaviour of the pupil to an outcome that emphasises fairness and justice and teaches the pupil something about responsibility and accountability
- encourage a return to responsible behaviour immediately
- encourage the pupil to be more responsible next time when faced with a similar situation where a range of behaviour choices is open to her
- assist the pupil to develop an understanding of the effects of her misconduct and the way in which it is unacceptable
- remind the pupil that all behaviour has consequences

At every stage in the process, the pupil is given an opportunity to express her point of view in the matter although once a sanction is decided upon it is not negotiable.

The application of these consequences or sanctions is consistent across the School. The exact sanction will depend on various factors including the age of the pupil, any SEN or disability the pupil might have, the nature of the offence, the severity of the behaviour, and any other factors such as an ongoing pattern of behaviour.

All incidents of unacceptable behaviour are reported to the Form Teacher and the Head of Year so that behaviour can be monitored, and appropriate action taken or further sanctions imposed.

Range of Sanctions

The range of sanctions at the disposal of the School will include:

- Verbal reprimand - telling off the pupil and reminding them of correct behaviour
- Demerits
- Lunchtime detention
- After -school detention
- Longer detention or detention at another time such as Saturday morning
- Making up missed work
- Redoing work to the required standard
- Loss of break times
- Withdrawal of school privileges or restrictions on participation in teams, trips and visits
- Removal from the lesson to work under supervision elsewhere
- Being placed on report for behaviour or homework
- Confiscation of items which are not permitted or misused (eg jewellery, mobile telephones, etc.)
- 'Community service'
- Setting improvement targets
- Letters to or other contact with parents

- Behavioural contract/ Home-school agreement
- Isolation or internal suspension (withdrawal from lessons and social activity for a day or more)
- Fixed term and permanent exclusion in accordance with the GDST Exclusions Policy

This list is not intended to be exhaustive but serves as illustration of sanctions that may be used.

Serious disciplinary incidents and the sanctions imposed are recorded by the Heads of Year and Senior Deputy Head.

For acts of aggression or behaviour which potentially threaten the health and safety of others, the School reserves the right to involve the Police.

Equally, if the School considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm, Safeguarding Procedures will be applied as appropriate.

The specific application of some of the available sanctions

This list is not exhaustive but is presented to illustrate the sort of principles and procedures followed when implementing sanctions.

i. De-merits

De-merits may be given by all staff, but should be awarded consistently across the staff.

De-merits are indicated by the member of staff writing "De-merit", their signature and the reason for the De-merit in an individual's planner or elsewhere if the planner is lost. (Losing the planner may result in further sanctions).

De-merits do not cancel out merits (or vice versa).

What are De-merits given for?

- Lateness to lessons or registration without a good reason
- Failure to have correct equipment in a lesson, including the planner
- Poor attitude to classwork
- Failure to pay attention, being distracted or distracting others
- Talking when the teacher is talking after being warned not to do so
- Chewing gum anywhere in school (also see 'community service')
- Failure to hand in homework when required without a genuine reason accompanied by a parental letter. Subject teachers and Heads of Faculty may also be involved in addressing this issue according to procedures determined by the particular faculty.
- Uniform infringements
- Eating in areas where it is not permitted (eg classrooms, corridors, locker rooms, the street)
- One-off low-level disruption in a lesson or Form-Time [more persistent disruption is regarded as a serious infringement and would be dealt with by the Year Head]
- Deliberate use of mobile phone in lesson time

Five De-merits will result in a Lunchtime Detention.

ii. **Lunchtime Detention**, running from 12.30-13.00 in the Learning Resources Centre.

Lunchtime detention takes precedence over any other activity, including sporting practices and other extra-curricular activities.

Failure to comply with the requirement to attend lunchtime detention will result in attendance at two further lunchtime detentions.

Lunchtime detention happens each day and so anyone whose behaviour warrants the detention will be put into the first available subsequent session.

Lunchtime detentions are supervised by Year Heads.

A record is made in the planner of when a girl has attended (or been required to attend) a lunchtime detention, and parents are asked to sign that they have noted this.

iii. **After-School Detention**

Attendance at 3 lunchtime detentions per term results in automatic enrolment in after school detention, for which 24 hours-notice by telephone or in writing is given to parents, and at which attendance is compulsory.

After-school detention may also be used, providing 24 hours-notice is given to parents, for behaviour which warrants a more severe immediate sanction.

After-school detention takes place from 4.00-5.00pm.

A record of a girl's attendance at after school detention will be made on her school file.

iv. **"Community Service"** – sanctions which make specific amends for the misconduct

Eg Chewing gum scraping follows being seen chewing gum in School.

Eg Litter picking for those who leave mess in classrooms

iv. **More severe sanctions**

More severe sanctions are available. These are applied when there has been persistent and flagrant breach of the School's expectations or where the pupil has not responded to the other steps taken to correct and modify her behaviour or where the misconduct is of such a serious nature that the immediate resort to severe sanctions is appropriate.

These more severe sanctions include:

- Being on-report
- Removal from a position of responsibility eg Form Captain, Form/Year or School Council (Forum) representative, Senior Prefect, Senior/Junior House Captain and Vice Captain, being an ambassador for the School on a team
- Removal of a privilege eg participation in trips/visits or any activity outside of school
- After-school detention
- Weekend detention
- Internal suspension
- Temporary exclusion (in line with GDST Exclusions Policy)
- Permanent exclusion (in line with GDST Exclusions Policy)

Year Heads and SLT are the only staff who can institute the more serious consequences/sanctions. Significant behaviour issues (eg rudeness to a member of staff, refusal to co-operate with staff instructions, behaviour in contravention of the code of conduct on a school trip) or persistent issues, are referred to the Year Head, who can impose a more significant sanction or liaise with SLT to access higher level sanctions.

Serious misconduct which may lead to fixed term or permanent exclusion:-

- Any possession, use or supply of drugs in School or school-related contexts
- Possession of alcohol in School or school-related contexts
- Smoking or possession of cigarettes in School or school-related contexts
- Breaches of the Anti-bullying policy, such as where a pupil (or pupils) has (have) engaged in bullying and/or harassment including cyberbullying, racist, personal and homophobic abuse
- Breaches of the IT Acceptable Use Agreement
- Violence or physical abuse
- Threatening language or behaviour or intimidation
- Theft
- Academic dishonesty (cheating, copying, colluding)
- Swearing or aggression directed at a member of staff
- A build-up of incidents over time which constitute, in the judgement of the Head, a repeated flagrant breach of the School's working ethos, rules or behaviour code

Detentions – liaising with parents

Parents are requested to check their daughter's Planner on a regular basis, as this is where lunchtime detentions will be recorded. The School may also inform parents through letter, telephone calls, text messages or other means as appropriate. Detentions may be imposed outside of normal school hours.

Corporal Punishment

Corporal punishment is against the law and is never used or threatened.

Pastoral Support Framework: Monitoring, support and intervention

As part of our pastoral system in which all staff have a pastoral role, the School has specific staff (Form Teachers and Heads of Year) whose role is to support pupil welfare and well-being. This includes helping to make explicit the School's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

The School accepts that for a wide variety of reasons (such as having a special education need or disability) some pupils may require additional support in order to learn and display positive learning behaviour. For these pupils the School will draw on a range of interventions in order to support and improve behaviour. Strategies include consideration of curriculum need, additional learning support, placement on a behaviour or pastoral support programme, and use of external expertise as appropriate.

The use of reasonable force

The School acknowledges its duties and responsibilities under the Education and Inspections Act 2006 in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property, and to maintain good order and discipline amongst pupils.

In any case where a member of staff has recourse to use reasonable force, the incident will be recorded on the pupil's file and parents will be informed as soon as reasonably practicable thereafter, except where there may be a safeguarding reason not to do so.

Screening, searching and confiscation

The School acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of screening and searching pupils, and confiscating items.

School staff may search pupils' clothing, bags or lockers without consent for any prohibited item, and for any item which we believe could cause injury to any person or damage to property. Prohibited items, which may not be brought into School, include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarettes and cigarette papers; fireworks; pornographic images; other dangerous items. This process will be governed by internal procedures and will only be undertaken by authorised staff. As above, the School may give due regard to police involvement or initiating safeguarding processes as appropriate.

As a general rule, school staff can seize any prohibited item found as a result of a search, and any item however found which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

Malicious accusations against school staff

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the School will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion in accordance with the GDST Exclusions Policy, as well as referral to the Police if there are grounds for believing a criminal offence may have been committed.

The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

Staff Support and Development

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Senior Deputy Head, Year Heads and other pastoral staff, regular pastoral meetings and periodic staff training.

Partnership with Parents

The School believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their daughter. The School will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting pupils on report
- Home-school agreements
- Pupil planners which allow for two way communication
- Invitations to meetings with external agencies
- Follow up and routine communication

Parents/guardians are welcome to approach the School for informal or formal discussions about their daughter's education.

Related Policies

This policy operates in conjunction with:

- NHSG Safeguarding and Child Protection Policy
- NHSG Anti Bullying Policy
- NHSG Acceptable Use Agreements
- GDST Inclusion Policy

- GDST Exclusions Policy
- GDST Equal Opportunities Policy

Monitoring, Evaluation and Review

The Senior Deputy Head will monitor the implementation and effectiveness of this policy, review it annually and report to the Head as appropriate.

Newcastle High School for Girls Code of Behaviour for Pupils

Expectations

At NHSG we try to have as few formal rules as possible relating to conduct, but we do have clear expectations. We expect you to:

- be courteous, co-operative, helpful and considerate towards other pupils, staff and visitors or other persons within and outside the school premises
- show, through your behaviour and language, respect and consideration for all members of the School community and appreciate everyone regardless of race, background, religion, lifestyle, ability and physical characteristics
- behave helpfully and responsibly
- respect the right of others to hold their beliefs and opinions
- be punctual for registration, lessons and other activities
- work to the best of your ability and behave in a manner which contributes to a positive learning environment
- help to prevent all forms of bullying
- behave with health and safety of others in mind
- wear proper school uniform or adhere to the right dress code
- honour all commitments
- take proper care of books and equipment and respect the school environment and the property of others
- Adhere to other relevant codes, such as the IT Acceptable Use Agreements and Anti Bullying Policy

The Golden Rules summarise the expectations of pupils with regard to your attitude to the learning environment:

Golden Rules

I will help to create a positive learning environment and have a positive approach to my own learning.

The Golden Rules I need to follow to do this are:

1. I will show respect for others and the teaching environment
2. I will take responsibility for my own learning
3. I will obey all specific rules which apply to particular subjects or locations

These mean

1. I will show respect for others (including the teacher, fellow pupils and visitors) and the teaching environment.

In order to do this I will:

- listen carefully to the teacher and follow instructions without question
- be punctual for lessons
- stand up in silence when the teacher enters the room
- remain seated during the lesson unless the teacher has given me permission to move around the room
- put my hand up when I have something to say and talk only when invited to do so by the teacher
- ensure that the contributions I make are sensible and respectful of others
- leave the classroom tidy at the end of the lesson

2. I will take responsibility for my own learning

In order to do this I will:

- bring all the necessary books, materials, uniform or kit to the lesson
- be attentive at all times
- take an active part in the lesson
- try my best in every activity
- meet deadlines and hand homework in on time

Rewards: Merits and Gold Merits

Merits can be awarded for:

- a particular outstanding achievement
- consistent high achievement
- outstanding effort for a particular piece of work or project
- consistently high level of effort or commitment to the subject
- outstanding effort with regard to carrying out duties within the form or the School
- outstanding contribution to a Year Assembly

Five merits will lead to a gold merit, and each gold merit will also count as a House Point, awarded to the relevant House.

Unacceptable behaviour disrupts or impacts on the learning or welfare of other pupils or on the maintenance of health, safety and discipline within the school community. It may take place inside or outside of School. **Bullying** is an example of unacceptable behaviour and is not tolerated. When incidents of bullying do occur they are investigated thoroughly and strong action is taken to deal with those responsible and to support the person or persons targeted.

All incidents of unacceptable behaviour are reported to the Form Teacher and the Year Head so that behaviour can be monitored and action taken. Serious or persistent misconduct is reported to the Deputy Head or Headmistress.

When our expectations are not met we can use a range of **sanctions** and strategies to encourage you to understand the effect of your misconduct and to behave responsibly in the future.

The sanctions or consequences which might follow an incident of misconduct include receiving demerits or discussing the issue with your Subject Teacher, Form Teacher or Year Head. In most cases of misconduct we will contact your parents. For more serious incidents or when a situation does not improve we can use measures such as Homework Report Card and Behaviour Report Card; you may have privileges withdrawn or restrictions placed on your participation in teams, trips and visits or you may be removed from a position of responsibility. If the misconduct is very serious you might also be excluded from School on a temporary or permanent basis.

We apply sanctions in proportion to the type of misconduct. So sanctions such as temporary or permanent exclusion would be considered for incidents involving bullying, harassment or intimidation, bringing drugs or alcohol into School, smoking, theft, academic dishonesty or serious breaches of the ICT Code of Conduct.

Demerits

For common misdemeanours the sanction you are most likely to receive is a **demerit**. These are given if you:

- are late to lessons or registration without a good reason
- don't have correct equipment in a lesson, including your planner
- talk when the teacher is talking after being warned not to do so
- demonstrate a poor attitude to classwork, don't pay attention, distract others, or disrupt a lesson
- don't hand in homework when required without a genuine reason accompanied by a parental letter
- use your mobile phone in lesson time
- chew gum anywhere in school
- don't wear the proper uniform
- eat in areas where it is not permitted (eg classrooms, corridors, locker rooms, the street)

Lunchtime Detentions

Five Demerits will result in a **Lunchtime Detention** which runs from 12.30-13.00 and takes precedence over any other activity except scheduled peripatetic Music or Speech and Drama lessons. A record is made in your planner and your parents are asked to sign that they have noted this.

After-School Detentions

This follows attendance at 3 lunchtime detentions in a given term. In order for you to attend, 24 hours' notice will be given to your parents. After-school detention may also be used as a sanction for behaviour which warrants a more severe sanction even if you have not attended lunchtime detentions.

A record of your attendance at After-school detention is kept on your school file.

Reviewed August 2017
Next Review Date August 2018