



NORTHAMPTON HIGH SCHOOL

BEHAVIOUR POLICY

PROMOTING POSITIVE BEHAVIOUR including Rewards and Sanctions Pathways

This policy relates to the whole school: Senior, Junior & EYFS

Northampton High School promotes a positive learning environment to maintain our high standards within the ethos of this school. This is achieved by encouraging a cooperative, supportive and consistent approach in which the Headmistress, staff and pupils from EYFS to Sixth Form act together in the implementation of this policy, and support each other in promoting good behaviour in all aspects of our school life as defined in the school Code of Conduct.

The DfE non-statutory guidance advice "Behaviour and Discipline in Schools (2011) has been used to draw up this policy.

Statement of appropriate and inappropriate behaviour

The school expectations are that each pupil as appropriate to their age complies with the Code of Conduct outlined below:

1. We will do our best by trying to:
 - Be punctual in arriving at school, and for all lessons, meetings and appointments
 - Complete work fully and on time
 - Make sure we have all necessary equipment both for lessons and homework
 - Contribute to and involve ourselves in as many aspects of school life as we are able

2. We will treat others with respect, courtesy and friendliness by:
 - Not discriminating against age, appearance, ability, or background
 - Making everyone feel welcome, especially new members of the school
 - Avoiding language which is offensive, abusive or rude, and, while reserving the right to reply and express our opinions, not shouting, calling out or interrupting
 - Respecting other people's possessions – not stealing or damaging them or borrowing them without permission
 - Not bullying our fellow pupils in any way, as outlined in the school's Anti-Bullying Policy
 - Being quiet in order not to disrupt lessons and examinations, and on the way to and from assembly

3. We will care for and behave sensibly in our school environment by:
 - Not misusing the school building, surroundings and equipment
 - Keeping form rooms and cloakrooms tidy
 - Not dropping litter
 - Walking rather than running around the school, keeping to the left of corridors and stairs
 - Not running to lunch or pushing in at the queue

- Behaving in an appropriate manner in those parts of the school grounds designated for our use
4. We will observe and respect school rules currently in force by:
- Keeping to the Health and Safety Regulations posted in each form room
 - Wearing our uniform and jewellery correctly and sensibly in accordance with the current Uniform List
 - Keeping to rules which do not allow certain items in school, such as chewing gum or spray deodorant
 - Obeying all reasonable instructions

We understand that breaking the Code of Conduct in any way demonstrates a disruption of the just and friendly atmosphere, which we would all like to achieve in our community.

The school has identified examples of inappropriate behaviour as that which includes:

- Dishonesty
- Truancy
- Constant low-level disruption
- Racist abuse/harassment
- Verbal abuse
- Threatening language
- Threatening behaviour
- Intimidation
- Physical abuse
- Theft
- Damage to property
- Defiance/refusal to cooperate
- Bringing illegal substances to school
- Misusing the computer system
- Misuse of technology

Communication

The school communicates regularly the standards of appropriate and inappropriate pupil behaviour to pupils and parent/carers through the school Code of Conduct, registration, PSHEE, school prospectus, school assemblies, staff modelling positive behaviour, parent/carer and pupil newsletters and letters to parent/carers.

Parents and pupils are expected to sign and return to school a copy of the Code of Conduct, on entering school.

The school communicates the standards of appropriate and inappropriate pupil behaviour to staff through the staff handbook, staff meetings, staff induction and the staff training programme.

Rewarding good behaviour

The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:

- A merit system to reward good behaviour
- Praise, positive feedback, commendations and awards
- House points for positive behaviour and effort
- Contact with parents/carers using praise letters and postcards

Concerns, Sanctions and Interventions

The school will respond to poor behaviour and academic concerns by use of the Concern system in SIMS.

- Academic Concerns are given for late/missing work
- Behavioural Concerns are given for breaches of the Code of Conduct
- Interventions are noted in SIMS and can be used in meetings with parents

Punishment

Corporal punishment is never used or threatened with any pupil at Northampton High School.

Under section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent and maintained schools. The prohibition includes the threat or administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain. Teachers should be careful to ensure that, should physical intervention ever need to be used, it is minimal and could not be construed as an assault on a pupil.

In EYFS any physical intervention which is used, is reported to the parent/carer the same day or as soon as is practicable.

Under the Equality Act 2010, in the case of children with disabilities or special educational needs, these are met by making reasonable adjustments according to each specific pupil's requirements.

Transition of pupils between each Key stage is managed carefully with staff handover meetings, detailed notes and liaison between staff and parents.

Referral pathways (flowchart)

The school's procedures make clear the appropriate level of referral pathways to be used within the school, making clear the specific roles and responsibilities of all members of staff within the school for the implementation of the behaviour policy.

The School provides and maintains clear documentation to record the use of referrals (Incident Report).

The School ensures that the class teacher, form tutor and/or parents as appropriate, are fully informed of the outcome of any referral. File notes are made to report contact with parents and students and these will either be printed and placed on the student's file and/or may be recorded electronically and stored within the SIMS database.

Standards of appropriate behaviour are made clear to pupils and expectations are explained at an appropriate level for the age and maturity of the children.

Junior School

If a child behaves inappropriately, the first response would be an explanation of why the behaviour is not acceptable. The child would be asked to consider the consequences of the action and, if appropriate, explain why it is unacceptable.

Repeated minor incidents or a single serious incident would be reported to the Head or Deputy Head of the Junior School, who would speak to the child and make it clear that the behaviour was unacceptable and discuss how the child needed to modify her response to particular situations.

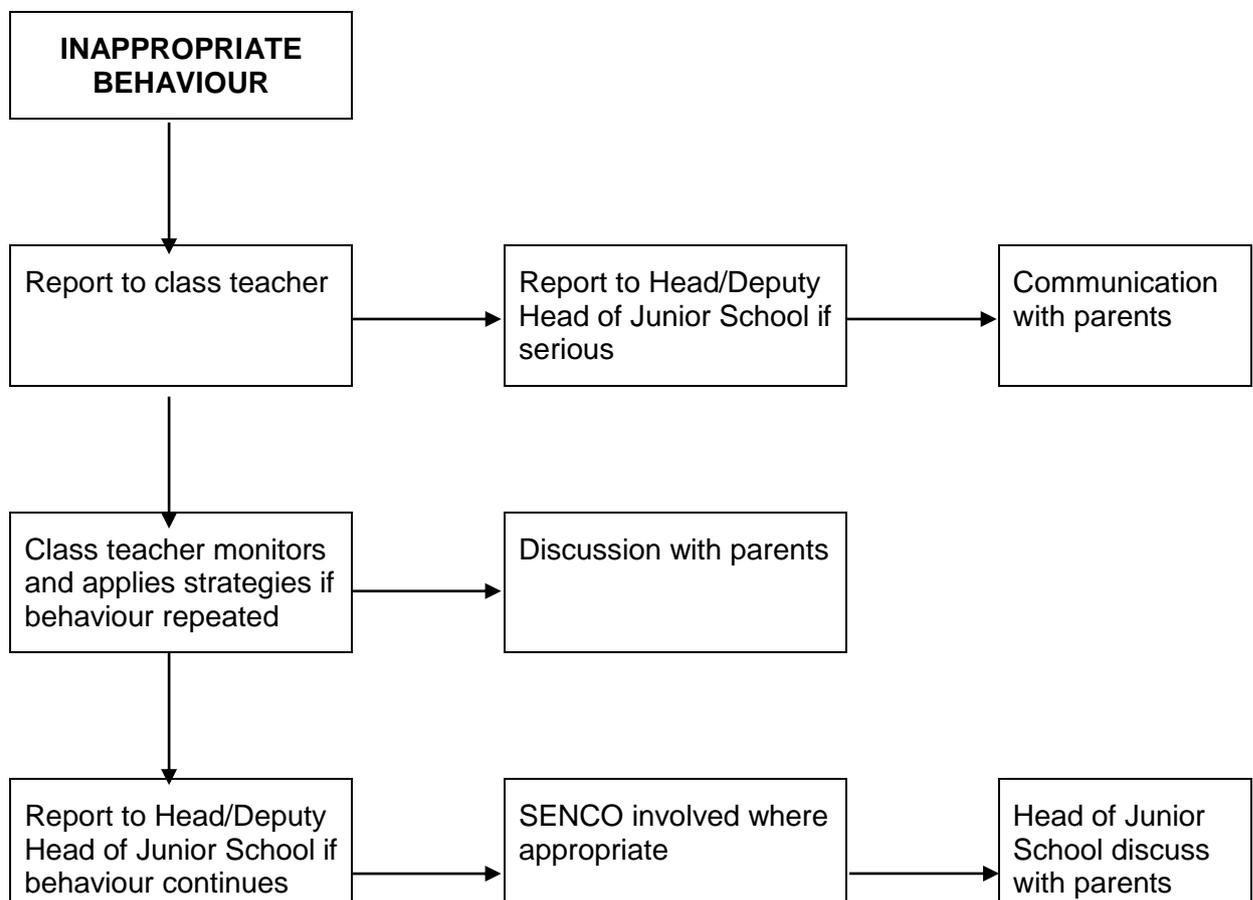
The lead person in administering the Behaviour Policy in the Early Years Foundation Stage is Mrs. Jo Purvey-Tyrer.

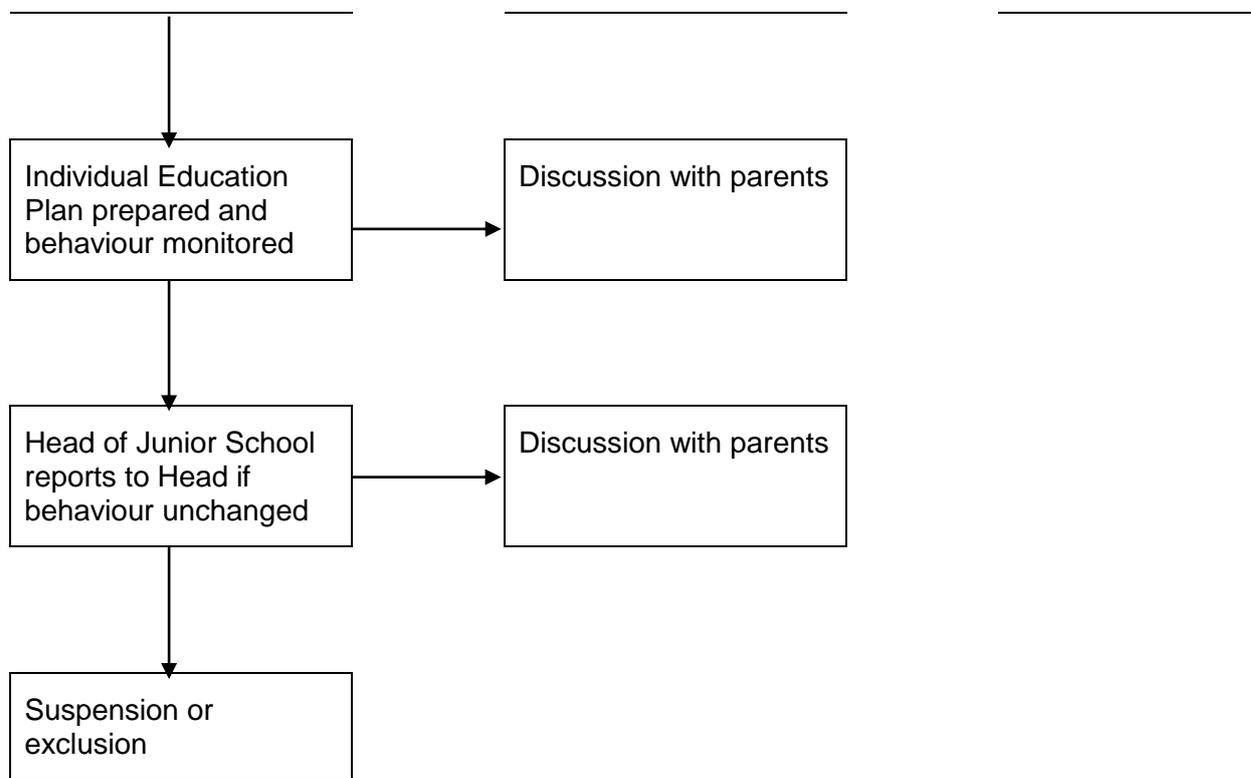
Various sanctions will be used as a response to inappropriate behaviour which would always be combined with discussions with the child to ensure they were aware of how their behaviour needed to change:

- Following an incident, a child would be expected to apologise verbally or in writing; this might be done during playtime.
- A child misbehaving in assembly might have to stand or come to the front if they did not heed warnings.
- A child would be kept in if behaviour in the playground was unacceptable.
- A child might spend time working separately if they were unco-operative in a group situation.
- If homework is not completed and handed in on time, on more than one occasion, a child would be asked to complete this at lunchtime, under the supervision of a member of staff.
- Behaviour charts may be used to help the child modify her behaviour, in consultation with the Learning Support Teacher.
- If a child breaches safety rules i.e. running in school, more positive behaviour could be encouraged, for example by setting the child a task such as making a safety poster or display.

As can be seen from the following referral chart, parents will be kept informed and strategies for improvement discussed if behaviour is repeatedly unacceptable.

Junior School Referral Pathways to follow Inappropriate Behaviour





Senior School Referral Pathways to follow notification about academic or behavioural issues

Teachers note concerns in SIMS on the student details page or in a register. A report is generated weekly from SIMS and sent to all tutors/KS Team Leaders/HoPC/SLT by email, showing the totals of House Points and Concerns from the start of each term. Tutors monitor the concerns report for their form on a weekly basis. If a tutor sees that a trigger point for concerns has been reached, the following actions should be taken: flag

PASTORAL CONCERNS (trigger points)

- 3 behaviour concerns = a letter home and a lunchtime tutor detention.
- 5 behaviour concerns = a pastoral detention and letter home.
- 6 behaviour concerns = after school detention with a member of the Senior Leadership Team

ACADEMIC NOTICES (trigger points)

- 3 concerns in the same faculty = a faculty lunchtime intervention and letter home
- 5 concerns in the same faculty = Head of Faculty intervention and letter home
- 6 concerns in the same faculty = after school detention with a member of the Senior Leadership Team and/or referral to KS3&4TL/HoPC/ for Blue Card monitoring

Academic notices from different faculties will be monitored by the tutor and parents contacted should serious problems exist concurrently across faculties at the 3 and 5 concerns trigger points. The Deputy Heads would be included in discussions and would intervene at 5 concerns.

Whenever a sanction or intervention is applied, a note must be made in the interventions box on SIMS. Where the action is not to be taken by a form tutor but by a KS3&4TL /Head of Faculty/Head of Pastoral Care/ST/SLT, the tutor should note on SIMS that the concern has been passed on and that person will apply the intervention.

Tutors email KS3&4TL /Heads of Faculty/ Head of Pastoral Care/SLT if they need to apply a sanction or an intervention. The letters are standard format and will be sent on

Schoolcomms by Office staff on notification from the tutor or KS3&4TL /Head of Faculty/
Head of Pastoral Care/ST/SLT.

Pastoral and academic concerns should be counted separately, for example a girl with 2
pastoral concerns and 1 academic concern should not be given a detention, but it would be
good practice for the tutor to have an informal conversation with her.

Malicious accusations against staff

In the event that an allegation by a pupil against a member of staff is shown to have been
deliberately invented or malicious, the school would consider whether any disciplinary action
is appropriate against the pupil who made it, or the police may be asked to consider whether
any action might be appropriate.

Training and Support

The school, as required, will provide for the training and development of all staff on
behaviour management matters through induction training for all new staff, whole school
INSET and specific planned/tailored training.

When necessary, the school would recommend to parents access to appropriate specialist
child and family support services (where available), including:

- Children and Young People's Services
- Health Services (including mental health CAMHS)
- Social Services
- Youth Counselling Agencies e.g. Child, Adolescent and Family Service

Review

The school evaluates its policy against key improvement objectives, which include:

Individual measures:

- Improvement of individual behaviour and the well being of pupils;
- Academic progress.

Class/department/whole-school measures:

- General behaviour patterns;
- Balance in the use of rewards and sanctions;
- Staff support and training needs;
- Curriculum access and academic progress

Policy reviewed by	Adèle O'Doherty
Date of latest review	June 2017
Signed off by SLT	27 June 2017