



BEHAVIOUR POLICY 2022 ***“Achievement for all”***

1. Introduction

The aims of this policy are in line with our ethos and values:

Nidderdale High School is a school based on the principle that all people are entitled to educational opportunities. Excellent behaviour underpins and is a consequence of outstanding teaching and learning.

We value positive relationships between students and staff and the climate of mutual respect is promoted through our behaviour system. All students should have equal opportunities to participate in school life.

In order to promote a positive atmosphere for learning students need to adhere to basic expectations and clear and consistent rules regarding their behaviour. Our three clear, basic expectations are that all members of the school community are:

- Ready for learning
- Respectful of themselves, others and the school environment
- Safe

Our positive behaviour system recognises that the vast majority of our students follow our rules and behave responsibly, but for the minority that, as part of growing up, make poor behaviour choices we have clear behaviour structures to address transgressions and to support students to make better choices in the future.

2. Key objectives

Our key objectives are:

- Provision of a safe, secure, orderly and supportive environment for students, parents and staff where the structures for positive learning are understood by all
- A Behaviour Policy, which is applied in conjunction with all school policies in order to provide students with an atmosphere appropriate for high quality teaching and learning
- To have an effective and well-prepared Pastoral care system which clarifies structures for student support and development when needed
- To promote and ensure that students develop a positive attitude to learning in order to achieve their potential and be successful
- To ensure no-one should receive less favourable treatment on the grounds of race, disability, physical ability, age, income, religion/belief, colour, ethnic or national origin, gender, sexuality
- To provide a continuum of outcomes and support for behaviour choices.
- To promote clear basic standards which are understood and followed by staff and students.

The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour including harassment does not occur.

In addition, within the whole school community, the following occurs:

- Good behaviour is recognised via our rewards programme tracked by ClassCharts. Outcomes are always applied consistently for unacceptable behaviour including bullying and violence.
- Appropriate action is 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 students.
- Students whose behaviour and attendance deteriorates through events such as bereavement, abuse or through divorce, separation of parents, are identified and supported through the Pastoral system and outside agencies.

- All school staff model positive behaviour and promote it through active development of students social, emotional and behaviour skills including via the curriculum, PSHE programme, Flourish, tutoring, issue focus and in school life generally.

3. Roles and Responsibilities

All adults working in school are responsible for modelling and promoting good behaviour and for the management of behaviour around school.

The Governing Body will:

- Agree and promote an ethos and values which support good behaviour, respectful relationships and equality of opportunity in school
- Ensure the Behaviour Policy is followed
- Take part in Pupil Discipline Panels as required

The Headteacher and Leadership Team will:

- Model and promote the adult behaviours which underpin respectful relationships and good discipline in school
- Maintain a visible presence around school, including Meet & Greet
- Support colleagues to implement the Behaviour Policy consistently

Pastoral Staff will:

- Model and promote the adult behaviours which underpin respectful relationships and good discipline in school
- Maintain a visible presence around school, including Meet & Greet
- Support students through restorative practices when they have made poor behaviour choices

Form Tutors will:

- Meet and Greet form group every day
- Undertake the regular, supportive basic standards checks requested, including uniform and equipment
- Follow the daily tutor programme to ensure a calm and purposeful start to the day
- Contribute to weekly year group briefings to ensure a consistent approach to supporting students to meet basic expectations

All staff will:

- Model and promote the adult behaviours which underpin respectful relationships and good discipline in school
- Understand their individual responsibility for the management of behaviour in school and to follow the Behaviour Policy
- Take part in restorative conversations with students as required
- Meet & Greet all classes

Parents/Carers will:

- Take responsibility for the behaviour of their child
- Work in partnership with the school to support the operation of the Behaviour Policy

Students will:

- Take responsibility for their own behaviour and comply with basic expectations to be Ready, Respectful & Safe

4. Positive Behaviour System - Rewards

The school uses the behaviour management tool ClassCharts to log, track and analyse the behaviour of all students in school. Students are awarded positive points in recognition of their hard work, positive attitude to learning, approach to challenges, coming to school prepared to learn with equipment and uniform and respectful interaction with others. All members of staff will recognise and reward students who make the right behaviour choices by awarding a “positive point” on ClassCharts. The system tracks these points and

students receive rewards for achieving their Bronze (100 points), Silver (200 points), Gold (400 points) and Platinum (500 points). These rewards include items of stationery, free items of food, opportunities for reward trips and gift vouchers. The policy seeks to reward students for their achievements in lessons and around school. We want to let the silent majority know that we appreciate how well they are doing and not focus on the negatives created by a small minority. Students will also have the opportunity to 'spend' their positive points from Classcharts on reward items or activities.

Every week students will be rewarded with a "clean slate" positive from their form tutor for receiving only positive points for the previous week. All students and all parents/carers are given a ClassCharts log in which allows them to monitor the achievements and behaviour of their child at any time.

Student achievements are also recognised through the weekly nomination of students to receive Nidderdale STAR postcards and termly nomination of students for attainment and progress awards in Achievement Assemblies.

5. Positive Behaviour System – Outcomes applied in the classroom

We recognise that some students will not always make the right behaviour decisions – making mistakes is part of being a human. In these instances members of staff will issue a warning, giving the student the chance to rectify their behaviour. All staff will take a positive approach towards behaviour to minimise confrontation between staff and students; a sense of humour and willingness to listen are very important. Most students respond to a warning and request to correct their behaviour in a positive way. However, we must be consistent in our expectations of Ready, Respectful and Safe, requiring all staff to address unacceptable behaviour wherever and whenever it occurs. Staff will issue a negative point on ClassCharts if students continue to behave inappropriately and/or disrupt the learning of others. Further outcomes will be issued if behaviour cannot be regulated.

Pre-empting poor behaviour choices – all teachers will manage behaviour through careful consideration of seating plans, good humour and a focus on the positive. The majority of students will respond to classroom management techniques in a positive way, and will never move along the continuum of outcomes. If students don't meet our basic expectations or disrupt the learning environment, they will be reminded of the school's expectation to be Ready, Respectful & Safe.

Verbal Warning – Staff will issue a clear verbal warning. The verbal warning will be framed in a positive way, making clear that students now have the choice to avoid a negative comment by correcting their behaviour. In most cases, a focus on positive behaviour will enable students to correct their behaviour.

Negative – This should be done at the time of the misdemeanour and an explanation should be given. Teachers will direct students to correct their behaviour and return to a positive climate for learning. Students must not challenge or question a negative point during a lesson. Staff will discuss their decision outside of lesson time if needed. In most cases students will correct their behaviour and refocus on their learning. It may occasionally be necessary for a student to step out of the classroom at the teacher's direction for a 'cool off' period to avoid an escalation of sanctions.

Note for Improvement. Students may be issued with a Note for improvement on ClassCharts for a variety of reasons including: behaviour that needs correcting but doesn't warrant a negative; an issue that has been resolved with a conversation but needs to be recorded; to acknowledge that a student has managed to self-correct after a difficult start.

Phase Two – A phase two will be issued to students who fail to respond positively after receiving a negative point and continue to disrupt the learning of others. The Phase 2 will be recorded on ClassCharts and the students will work in an alternative classroom for the remainder of the lesson to complete the work set by their class teacher.

After such an incident, students will continue to follow their timetable for their subsequent lessons.

On a rare occasion that students receive a phase two call out and do not respond appropriately to this sanction, a member of SLT or the pastoral team will be called to escort the student to another location (usually

the Pastoral Support Centre, or an SLT office) where a member of staff will address this more serious breach of our behaviour policy.

6. Equipment, homework, uniform and mobile phones

Students are required to meet the basic expectation of being Ready to Learn. Form tutors will check basic equipment in the morning and will issue a pen to students requiring one, this will be recorded on Classcharts and will 'spend' 1 classchart point.

If students fail to bring the correct basic equipment to allow them to participate in lessons after this, they will be issued with a negative.

If a student fails to hand in their homework to the date due, they will be issued with a Not Ready negative. Students will be expected to produce their homework at an agreed time with their class teacher. In KS4 students may be instructed to attend a 'Lost Learning' session at break or lunchtime with the KS4 Learning Manager to help them keep up to date with their work.

All students are required to wear full uniform every day at school. Every morning form tutors will check school uniform and issue an 'incorrect uniform' negative on Classcharts if any issues are identified. No further negatives will be given for missing uniform items on the same day – students will be expected to wear full uniform on the following day and meet our uniform expectations. Any uniform issues notified by parents will be recorded for information on Classcharts but a negative will not be recorded.

Whilst we understand that students may wish to bring a mobile phone to school for emergencies, students should not have their mobile phones visible in the building during the school day, unless directed to use them as part of their learning. If a student is using their phone inappropriately, they will be given a choice to hand their phone in for the remainder of a lesson and this will be noted on Classcharts. The phone will be returned at the end of the lesson. If a student chooses not to hand in their phone in, this will be recorded as a negative on Classcharts and the phone confiscated by SLT for the remainder of the day.

7. Lost Learning / Reflection and Correction

Students receiving 3 or more Not Respectful or Not Safe negatives in one week will be asked to meet with their Key Stage Learning Manager or a member of the Leadership team to reflect on the issues leading them to receive the negatives and agree what corrections can be made in the future to avoid further negatives. This meeting will take place at break time or lunchtime.

Students receiving 6 negatives in one week will be asked to attend a formal meeting to reflect on their behaviour choices and commit to the changes and corrections necessary for future improvement.

Students who are persistently late to lessons or who have lost learning time through truancy, will be required to make up lost learning time at break or lunchtime. Wherever possible this time will be used to catch up with work missed in specific lessons.

Students who receive negative points for behaviour deemed 'Not Safe' during their social time will be required to attend a Reflection and Correction session at break or lunchtime to reflect on the impact that unsafe behaviour has on our school community and how it can be avoided in future.

8. Phase 3 Removal from lessons

Most Phase 3 removals may be used in response to a serious incident when a student has not be respectful and / or safe. At Nidderdale High School we are mindful of the impact that isolation booths can have on young people and therefore, we take a different approach to this school sanction. In some cases students will be removed from their year group peers by completing work at the back of a classroom that is not their usual timetabled class. In some cases when this is judged inappropriate, a student may be asked to work with a member of the SLT in or near their office or in the Pastoral Support Centre. In more serious circumstances a student may be required to serve an 'internal exclusion' with a follow up meeting with parents. We expect students to work hard throughout the day with Phase 3 resulting in a strong work ethic. During these times students will not be permitted to socialise. The Pastoral Team may undertake restorative work with young

people during Phase 3 removal, which may include conversations with other staff, mediation with students or pastoral intervention.

When students have a Phase 3 removal, the school will ensure that appropriate and adequate work is provided.

9. Exclusion and Governor Pupil Discipline Panels

In line with DfE guidance, when persistent or serious breaches of the behaviour and discipline policy occur, the Headteacher has the power to exclude a student from school for a period of 0.5 to 45 days in any academic year. In the most serious cases a permanent exclusion may be considered. It is not possible to provide an exhaustive or definitive list of reasons why a student may be excluded from school. However, the following issues may result in a period of exclusion from school: serious verbal abuse of an adult in school; unprovoked violent conduct; serious breaches of the Behaviour Policy relating to drugs, alcohol or other prohibited items; persistent bullying behaviour.

On some occasions when an exclusion of more than five days has been issued and whenever a permanent exclusion is issued, the Governing Body will convene a Pupil Discipline Panel to consider the reasons for the exclusion.

Where a student is at risk of exclusion from school, the Pupil Discipline Panel may be asked to convene to meet with the student, their parent / carer and the Headteacher to ensure that all parties are fully aware of the issues in school, possible consequences of continued challenging behaviour and the support available to facilitate more positive behaviour choices moving forward.

10. Issues occurring outside school

The school has the authority to discipline students for misbehaviour outside of school, including behaviour on the school buses. (See paragraphs 92 - 95 'Behaviour and Discipline in Schools' DfE September 2022).

11. Confiscation

If a student brings an item not permitted in school (energy drinks, cigarettes, dangerous items), the item will be confiscated by a member of the staff team and kept in a safe place for collection by a parent/carers.

12. Searching Students and their Possessions

It is extremely rare that searching a student and their possessions is required. The Headteacher can authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. (See paragraph 3 Searching, Screening and Confiscation DfE July 2022). This power applies to searching for:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Teachers can also instruct students to turn out their pockets and empty their bags. The police could be called where there is a potential danger or risk to the personal safety of the teacher, the student, or others.

13. Use of reasonable force

The vast majority of students at Nidderdale High school behave very well and make the right behaviour choices throughout the school day. However, in order to fulfil our duty of care to all students, prevent harm and maintain a safe learning environment, as a last resort we may need to physically restrain a student for his or her own safety if a student is at risk of causing harm to him/herself to other students/adults. In exceptional circumstances staff may use physical restraint on a student. See Annex A for details (Use of Reasonable Force, DfE 2013).

14. Continuing Professional Development

All staff in schools will be provided with the skills to understand and manage student behaviour effectively. As a school we will:

Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour. There are regular opportunities to request training via SLT and in review meetings for performance management.

Ensure that all staff joining the school receive induction training. This need applies equally to Early Career Teachers (ECT), senior managers and experienced teachers from other schools whose needs are often neglected and need to adjust to new systems and expectations.

Develop the specialist skills of staff that have particular leadership responsibilities for improving behaviour and use them to coach colleagues in areas of weakness or lack of confidence.

Provide training and support to undertake restorative conversations.

Provide training and support to enable staff to work following trauma informed and ACE aware principles.

15. Supporting Students to manage their behaviour choices

We recognise that some students may fall into patterns of challenging behaviour, which they will struggle to correct without appropriate support. The school's Pastoral Team use a variety of strategies to support students to make positive choices. These include:

- Mentoring
- The report system
- Restorative conversations with teaching staff and other adults
- Mediation with other students
- Time out cards
- Individualised pastoral plans
- Specific interventions as required
- Access to external support, including counselling
- Curriculum changes if appropriate

All school staff are supported and encouraged to take part in restorative practice to ensure that relationships are not damaged by poor behaviour choices.

16. Liaison with parents and other agencies

In managing student behaviour schools need the support of parents and carers. In the first instance this is through regular checking of the ClassCharts system. Parents/carer may also contact the Pastoral team if they wish to discuss their child's behaviour.

Parents need to be aware, when dealing with the school, that it is helpful if they, like the staff, try to model appropriate behaviour for their children to see.

Schools by themselves cannot resolve all the issues that some children come to school with. We believe that working with other agencies is important. We know where resources are enhanced to enable agencies to work together, that students, parents and communities benefit. The school is committed to working in partnership with other local schools through the Harrogate, Ripon & Knaresborough NYAPP panel this includes the managed move process, providing off-site isolation and/or exclusion facilities and the sharing of expertise.

The school works with:

- CAMHS
- Harrogate Inclusion Hub
- JustB counselling
- Educational Psychologists
- The Early Help Service
- Children's Social Care
- The Springwell Academy (PRU)
- North Yorkshire Police

17. Managing Student Transition

Changing schools is never easy. At Nidderdale High School we recognise this and aim for a smooth transition for all students. As a school we will:

- Ensure that teachers receiving new students are given appropriate information to help the teachers to plan work and manage the transition.
- Develop peer mentoring systems using students to support each other on arrival.
- Ensure a suitable timetable is drawn up for the students.
- Liaise with the previous school to ensure we have as much information about the new student both academically and pastorally to allow for a smooth transition that allows us to meet all the needs of the student.

Changes of class, moving to new teachers and new schools can cause students and parents' anxiety. As professionals we recognise if we get this wrong, it can adversely affect students' motivation, attitude, attainment and behaviour. Working constructively with parents and others can significantly reduce this stress. All students joining the school will be clear of our expectations via the transition activities led by the Assistant Headteacher, Achievement & Progress and Key Stage Learning Managers.

Approved by Full Governing Board 26.9.22

Date of Review: September 2024

USE OF REASONABLE FORCE

Under guidance from the DfE our Behaviour Policy includes this section on the power to use reasonable force. In schools we have become used to and skilled at defusing situations without the use of force. The law has now been clarified concerning the powers of staff to use force in exceptional circumstances. It is not intended to authorise the use of corporal punishment nor to encourage the use of inappropriate force. Staff are expected to continue to use the support mechanisms available to defuse difficult situations.

It is accepted that there are situations where it is necessary to physically assist a student in the course of work. An example of this would be a PE teacher assisting a student who is doing a difficult manoeuvre or injured, a music teacher who needs to show a student how to play an instrument, a teacher involved in outdoor education who needs to assist a student in a strange environment. Even so any such actions should be done carefully to avoid any misunderstanding. Even well-intentioned physical contact can be misconstrued.

It is the policy of the school that only in exceptional circumstances may physical restraint be used on a student by any member of staff at the school. For example, teachers may physically separate students found fighting or may physically remove a student from an area if they refuse to do so when instructed. This should only be for the safety of the student or others around them.

The Headteacher authorises the physical restraint of students in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the force absolutely necessary to prevent injury to the student or any other student or member of staff, to prevent a student causing damage to property or behaving in a manner which is severely disruptive of students' work, or to prevent a student committing a crime.

Adults must not put themselves into physical danger in any circumstances. If self-defence is necessary then the minimum force must be used. It is for the Headteacher to decide whether circumstances are such that the police should be called.

The force used must be appropriate in the sense that a "reasonable adult" would think it a proportionate or suitable response in the circumstances. It should always be the last resort and in no circumstances be used in anger or to inflict pain. There may be occasions when the responsible adult is angry; in those situations it would be wise to seek help. Any force used must always be the minimum needed to address the situation. The school has a legal duty to make reasonable adjustments for SEND students where use of force is necessary.

Further guidance can be found in the DfE Use of Reasonable Force Guidance – November 2015; advice for Headteachers, staff and governing bodies.

NIDDERDALE HIGH SCHOOL – ANNEX B TO BEHAVIOUR POLICY



<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Ready • Respectful • Safe • Role model • Meeting progress targets • Involved in the life of the school 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Not ready for learning • Not respectful • Not safe 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Repeatedly not ready, respectful or safe despite reminder, warning and negative 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Behaviour that deliberately puts the safety of others at risk – including physical aggression • Behaviour that is deliberately disrespectful – including verbal aggression & defiance 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Repeated behaviour from previous column • Extreme behaviour impacting safety and good order of the school community
<p>OUTCOME</p> <ul style="list-style-type: none"> • 100 points = Bronze • 200 points = Silver • 400 points = Gold • 500 points = Platinum • Nidderdale STAR • Phone calls home • Pateley Pass (Y10/11) • Privilege Club • Classchart Rewards 	<p>OUTCOME</p> <ul style="list-style-type: none"> • Reminder • Warning • Negative issued or Note for Improvement • 3 negatives in a week = breaktime conversation with KSLM or SLT 	<p>OUTCOME</p> <ul style="list-style-type: none"> • Phase 2 referral • Lost learning time • Reflection, Catchup and Corrections • 6 negatives in a week = formal meeting with KSLM or SLT 	<p>OUTCOME</p> <ul style="list-style-type: none"> • Reflection and correction • Phase 3 removal from lessons • Work, read, reflect • Meeting with SLT 	<p>OUTCOME</p> <ul style="list-style-type: none"> • Exclusion up to 45 days • Permanent Exclusion • Governors' Pupil Discipline Panel
<p>SUPPORT</p> <ul style="list-style-type: none"> • Form tutor daily check in • Teacher meet & greet • Flourish Programme 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Form tutor report • Teachers review seating plans • Teachers review learning needs • Restorative conversations 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Learning Manager report • Pastoral support • Review learning needs • Contact with parents • Restorative conversations • Timeout card 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Review curriculum • Alternative provision • SLT Report / Contract • Restorative conversations 	<p>SUPPORT</p> <ul style="list-style-type: none"> • Meeting with parents • Consideration for managed move • Referral to Early Help • Referral to other agencies including Just B, Compass Reach and Police • Alternative Provision

At Nidderdale High School all students will be expected to follow 3 simple expectations: to be ready to learn, to be respectful and to be safe at all times. We recognise that students may occasionally slip from these expectations. In most cases students will correct their own behaviour through reminders and warnings. Students will be supported to change their behaviour on every step of this continuum. Please note that although this is presented as a continuum of support and challenge, in the case of a serious breach of school rules the school will implement the more serious outcomes immediately.