

BEHAVIOUR AND DISCIPLINE POLICY

This policy has been updated in line with the recommendations of the Steer Report published in April 2009, the Delivering the Behaviour Challenge document of September 2009, and the DfE documents, Use of Reasonable Force (July 2013), Behaviour and Discipline in Schools (July 2016), and Searching, Screening and Confiscation (February 2014). The policy complies with ISI Regulatory Requirements, namely Regulation 86 to provide a written policy which promotes good behaviour and sets out sanctions adopted in the event of pupil misbehaviour.

This policy is available on the School's website.

INTRODUCTION

The School seeks to create a positive ethos and welcoming, supportive atmosphere within which students and staff treat each other politely, thoughtfully and with respect and where the learning environment is conducive to fulfilling the high expectations of the School, its students and their parents.

- (i) The School will ensure that **effective teaching and learning** take place in curricular and extra-curricular activities in order to sustain students' concentration, motivation and application and thus reduce the likelihood of inappropriate behaviour.
- (ii) The School will **promote good behaviour** among students through encouraging an intrinsic love of learning and pride in achievement, as well as offering extrinsic rewards to acknowledge and reinforce positive conduct.
- (iii) In the event of inappropriate student behaviour, the School will apply **sanctions** in a firm, fair and consistent way.
- (iv) All procedures reflect the School's legal duties under the Equality Act 2010, and take into consideration the importance of safeguarding children and the requirements of those with special educational needs.
- (v) The decision to punish a student will be made by a paid member of school staff or a member of staff authorised by the Head Mistress
- (vi) The decision to punish the student and the punishment itself will be made on the school premises or while the pupil is under the charge of the member of staff
- (vii) Punishments will be reasonable in all circumstances and proportionate. In this way, account will be taken of the student's age, any special educational needs or disability they may have and any religious requirements affecting them.

Descriptor of outstanding behaviour

The School will aim to achieve the standards of behaviour and behaviour management described below. (Adapted from *Delivering the Behaviour Challenge*, DCSF September 2009 and from OFSTED behaviour descriptors).

- Staff use their **teaching skills** to ensure that students are actively engaged and motivated to learn and achieve their potential. They interact well with students and, as a result, students feel valued and respected.
- Students' consistently thoughtful and considerate behaviour is an outstanding factor in their **successful learning**. They are very supportive of each other. Listening skills are well-developed. Students pay attention to what others say and are not disrespectful of others' ideas or views. They demonstrate excellent concentration and are rarely off-task, even in extended periods without direction from an adult.
- Students are encouraged to participate in **additional activities** at lunchtime and after school which reinforce opportunities to take leadership roles, work in teams to a common end and value the contributions others make, solve problems and organise activities. Students' keenness and commitment to succeed in all aspects of school life and their ability to grasp opportunities to extend and improve their learning are exceptional. They are very proud of their school community and contribute to a programme of continual improvement.
- Students' **behaviour around school** is exemplary. They show an awareness of each other's' needs at break times and between lessons and on the journey to and from school. They encourage others to conduct themselves well. As a result, disruptive behaviour and bullying are unusual occurrences. Where bullying does occur, it is addressed quickly and effectively by staff. (See anti-bullying policy)
- Overall **attendance** is high and this applies to all groups of students. **Punctuality** is exemplary.

Staff in this School will work to create the standards summarised above by:

- Setting high personal standards in line with the Staff Code of Conduct and thus promoting amongst students a proper regard for authority.
- Planning lessons carefully, taking into account the aptitudes, learning needs and prior attainment of the students; using effective teaching methods and providing stimulating, varied learning activities appropriate for the age and ability range.
- Monitoring the impact of learning difficulties and disabilities on behaviour and alerting the Learning Support Co-ordinator to ensure early intervention and support.
- Maintaining the ethos of encouragement and recognition of achievement and progress, both informally and applying the School's assessment policy and reward systems to students' work and behavior.
- Establishing high expectations of good order, discipline and responsible behaviour in classrooms and all other areas of the school and applying sanctions if students fail to comply with the Student Code of Conduct.
- Ensuring equality of opportunity and fairness of treatment for all by applying consistency in response

to both negative and positive behaviour and ensuring compliance with the systems of rewards and sanctions outlined in this policy.

- Providing a safe environment for staff and students, free from disruption, bullying and any form of harassment and aggression.
- Establishing positive teacher-student relationships based on mutual respect and building constructive relationships with parents and guardians .
- Ensuring that the definition of, and expectations for, outstanding behaviour are clearly expressed to girls who are new to the School (particularly in Year 7) and to those who have been involved in episodes of poor behaviour.

BEHAVIOUR MANAGEMENT SYSTEMS AND STRATEGIES

1) EXPECTATIONS OF BEHAVIOUR

Acceptable behaviour is defined as behaviour which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students, with teachers and other school staff and with visitors or other persons and which also shows a respect for buildings and property. The aim is to ensure that all students can enjoy and achieve. Acceptable behaviour is required both within and outside the school premises.

Unacceptable behaviour towards fellow students is defined in the anti-bullying policy and includes name-calling, verbal abuse, threatening language or behaviour, spreading of rumours, intimidation, exclusion, physical abuse, bullying and harassment (including racist, religious, sexist and homophobic abuse). This may involve face-to-face incidents or the use of technology to bully others. **Unacceptable behaviour** includes failure by the student to adhere to the School's Code of Conduct and classroom expectations, by failing to work towards achieving her potential and/or by disrupting the learning of other students. Unacceptable behaviour towards a member of staff includes impersonating a member of staff on-line or making malicious accusations against a member of staff.

Expectations are made clear in the Student Code of Conduct and Classroom Expectations

- (i) **Staff** are provided with these documents in the Staff Handbook.
- (ii) **Students** receive instruction on the Code of Conduct from their parents before they begin Year 7 and by the Year 7 Form Tutor in Well Being lessons. Classroom Expectations are displayed in each teaching room and form room. Expectations are reinforced in the Head Mistress's assemblies and Head of Year assemblies.
- (iii) **Parents** receive a Parent Handbook each July for the following year. This contains the Code of Conduct and parents are asked to read through this with their daughter. The Head Mistress's newsletters reinforce specific aspects of this code from time to time.

2) PROMOTION OF GOOD BEHAVIOUR

Staff will promote good behaviour through a positive school ethos of encouragement and praise, both in the classroom and around the school. This may be formal or informal and to individuals or to whole classes and year groups.

Recognition and reward will also include systems and procedures such as:

- Positive assessment / feedback on strengths and good progress in curricular and extra-curricular activities – verbal and written into exercise books
- A statement of strengths at the beginning of all full report comments to parents
- Head Mistress's commendation certificates
- Award of house points, related certificates of different levels and Speech Night prizes (see below)
- Full attendance certificates - end of term and end of year
- Personalised "Good news" / congratulations postcards to students – for example for best homework, highest mark, biggest improvement in effort
- Sixth form positive referrals
- Personalised letters to parents for house point and commendation certificates and recognition of honesty
- Celebration assemblies and evening events celebrating talents such as music, dance and drama
- Themed weeks such as 'Blow Your Own Trumpet' week in which girls are encouraged to celebrate their own achievements and those of their peers
- A celebration board in the main Reception area on which the achievements of girls – in academic and extra-curricular contexts – are celebrated
- Extension of school privileges.

The formal Rewards Framework plays a motivational role in showing students that the School values positive attitudes, a high level of effort, rapid progress and contributions to the school community in equal measure to high standards of academic attainment. It recognises that, in a school with a national reputation such as Manchester High School for Girls, some students may feel discouraged that they are not in the highest-achieving group. It aims to reward those students. This framework consists of:

- Head Mistress's Commendation** (Years 7 to Sixth Form)
Certificate awarded by the Head Mistress in her office for a single excellent piece of work or work over a period of time that shows consistently high levels of effort or attainment or excellent contributions to the community. Parents/guardians are informed by letter, a copy of which is stored in the student's individual record. Records are maintained by the Pastoral Secretary, based in C16.
- House point System** (Years 7 to 9 only)
House points are awarded to students for good effort, attainment and contributions to the school community.

Certificates are awarded at increasing levels of achievement.

Bronze 10 house points	Certificate presented by Head of Year at Year assemblies
Silver 20 house points	Certificate presented by Deputy Head Mistress in her office
Gold 40 house points	Certificate presented by Head Mistress in her office
Platinum 60 house points	Name recorded in Speech Night programme
Diamond 100 house points	Certificate presented at Speech Night

Parents/guardians are informed by personalised letter, a copy of which is stored in the student's individual file.

The student has responsibility for the safe-keeping of her individual house point record in the gold pages of her Planner and for alerting her Sixth Form Prefect / Form Tutor if she has reached a certificate level.

House point record cards for the whole form are maintained by the Form Tutor, who is responsible for informing the appropriate Administrative Assistant in Top Office if a student has reached a certificate level.

The Administrative Assistant maintains whole-school records, providing these to the Heads of Years 7 to 9 to enable them to monitor progress and to check for any girls who are not reaching certificate level.

The amount of house points awarded is also recorded on formal reports sent home to parents.

(iii) **Praise Postcards** (Years 10-11)

Girls in Years 10-11 can be awarded a departmental / pastoral praise postcard for excellent work or for their contributions to the school community. These are recorded on all forms of academic reports.

(iv) **Attendance commendation** (Years 7 to 13)

Certificates are awarded at the end of each term for full attendance that term, and for full attendance through the whole year.

(v) **Honesty letter** (Years 7 – 13)

A congratulations letter will be sent to parents if a student displays honesty, for example in handing in purses, money and other valuables.

3) BEHAVIOUR MANAGEMENT AS A PREVENTATIVE STRATEGY

The following procedure will be followed for Years 7 to 9 classes.

- Before a lesson begins, students will line up outside the classroom door (unless this constitutes a safety risk near stairs and narrow corridors).
- Staff will meet the class at the door and bring them into the classroom quietly.
- Students will be allocated a seat according to a seating plan devised by the teacher, to be changed on a regular basis. Staff change seating plans for groups in Years 7 – 9 on a half-termly basis. However, seating plans can be changed sooner if behaviour problems arise.
- Students will stand behind their chairs and wait to be formally welcomed by the teacher, who will then ask them to sit down.
- The teacher will explain the purpose of the lesson and tasks to be completed.
- A formal, written register will be taken during the first five minutes. Staff will record presence, absence and late arrival and will follow up on any suspicious absences by checking the attendance list and or alerting the attendance officer.
- The teacher will plan varied learning activities that give opportunities for individual, pair, small group and whole class work. For pair work and group work, the groupings will be decided by the teacher and will be varied at regular intervals.

- Homework will be set early enough in the lesson to assist those students with learning difficulties, and the homework will be written on the board.
- Work set by absent staff will be appropriate and challenging.
- The class will be dismissed punctually to eliminate late arrival at the following lesson. It is acceptable to allow less formal procedures as the students progress to Key Stage 4 and 5, providing that high expectations of behaviour, good manners and commitment to learning are upheld.

4) SANCTIONS TO DEAL WITH INAPPROPRIATE BEHAVIOUR

Sanctions are used to respond to inappropriate behaviour. Staff will make clear to a student why the sanction is being applied and what changes in behaviour are required to avoid future, more stringent sanctions.

Schools have legal powers to:

- discipline students for breaking rules, failing to follow instructions or other unacceptable behaviour – using a range of punishments
- discipline students for misbehaviour outside the school gate, including journeys to and from school (see below)
- impose a detention, without parental consent, including in the evening and at weekends if the school wishes
- confiscate inappropriately used items such as mobile telephones
- search students for weapons (see below)
- exclude a student for a fixed period or permanently (only by the Head Mistress). See the Expulsion, Removal and Review policy. A summary of this policy is sent to parents via the Parent Handbook although a copy of the policy can be requested
- use reasonable force to control or restrain pupils under specific circumstances (see below)

Students' conduct outside of school

Teachers have the power to discipline students for misbehaving outside of school premises to such an extent as is reasonable, when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school

or for misbehavior at any time that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member. Sanctions administered will be proportionate to the incident reported.

See anti-bullying policy for further information on incidents of bullying which take place outside of school.

Hierarchy of sanctions

A hierarchy of sanctions allows minor punishments for minor, single offences and major punishments for major offences or repeated infringements. Parents will be informed by letter, or by telephone with a written record being made immediately afterwards, unless the misbehaviour is minor.

Corporal punishment is illegal and will not be used in this School.

Responsibility of the subject teacher and Head of Department

It is important that routine discipline problems are dealt with by the teacher, even if the matter has also been referred to a Head of Year. One or more of the following sanctions may be applied:

- Verbal reprimand and discussion with the individual on why the behaviour is unacceptable
- Removal of the student to a more isolated seat or a seat directly in front of the teacher for close supervision
- Subject detention at break (maximum 10 minutes) or lunchtime (maximum 30 minutes)
- Extra work or repeating unsatisfactory work until it meets the required standard
- Time out, standing outside the classroom, if the behaviour is disrupting the lesson (maximum 5 minutes)
- Referral to the Head of Department.

The subject teacher must inform the Head of Department, Form Tutor and Head of Year via a pink referral form if a sanction has been applied. (Exception: verbal reprimand) This ensures that the student's individual record file contains evidence of the misbehaviour and the level of sanction applied. The Head of Department will offer advice on teaching strategies to reduce the likelihood of future misbehaviour and may also impose departmental sanctions from the list above in support of her/his colleague.

Responsibility of the Form Tutor

The Form Tutor is responsible for behaviour management in registration and tutorial time, in assembly, at formal school events like Speech Night and Founders' Day and during Well Being lessons. The Form Tutor is also expected to take action if there has been reported misbehaviour during circulation between lessons, at breaks and at lunchtimes. Sanctions available include:

- Verbal reprimand and discussion with the individual on why the behaviour is unacceptable
- Form Tutor detention at break (maximum 10 minutes) or lunchtime (maximum 30 minutes)
- A task to help the school community such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times.

The Form Tutor must inform the Head of Year, via a pink referral form, if a sanction has been applied.

Responsibility of the Head of Year

The Head of Year takes action if the sanctions applied by the Subject Teacher, Head of Department or Form Tutor have failed to produce improvement. Sanctions will be preceded by a discussion with the student, during the student's free time, on why the behaviour is unacceptable and future consequences if the behaviour is repeated. The Head of Year keeps records of sanctions applied at this formal stage for the purpose of recording on reports and for ISI inspections. The Head of Year also contacts parents at this stage. Sanctions used will include:

- Formal detention at lunchtime (25 minutes)
- Formal detention after school, increasing in length if repeated (30; 45; 60 minutes)
- Referral to the Learning Support Co-ordinator where appropriate
- Interview with parent and student, followed by lesson behaviour report card, checked at registration time by the Form Tutor and weekly by the Head of Year
- Sixth form: withdrawal of privileges / free lessons and supervision by Head of Year
- Interview with parent and student, followed by weekly monitoring interview with the Head of Year
- Referral to the Deputy Head (Pastoral)

Responsibility of the Deputy Head (Pastoral)

- Interview with parent and student to warn of future consequences and agree a code of behaviour
- Internal or external suspension (with the agreement of the Head Mistress)
- Placing on a behaviour contract, which will state the behaviour expected and a warning that the student's place in the school is in jeopardy if this is breached
- Referral to the Head Mistress re longer fixed-term suspension or expulsion. A suspended student will not be allowed to attend lessons and will lose free-time privileges. **Internal suspension** will require a student to attend school, but to work away from other girls, usually under the supervision of a senior member of staff. **External suspension** will require a student to remain at home, under the supervision of a parent, and complete work set by the School. Following suspension, a student may be placed on a Behaviour Contract. Failure to comply with the terms of this contract is likely to lead to expulsion. **(See separate Expulsion, Removal and Review policy).**

EARLY INTERVENTION

The School will provide support to individual, disaffected students, including:

- Review of teaching strategies used by teachers of the student
- Subject Clinics to provide advice on complex topics and skills
- General advice on how to improve self-discipline
- Peer mentoring, usually by sixth form students

- Teacher mentoring
- Referral to the Learning Support Co-ordinator and the construction of an individual student plan, with regular reviews recorded within the student's file (For example, if a student has dyspraxia, attention deficit disorder or other learning difficulty or disability). The School will involve external agencies where this involves no cost to the school, and will encourage parents to seek specialist external assistance in identifying specific learning difficulties and disabilities. The School maintains appropriate records of internal and external referrals, and ensures that the Form Tutor is informed of the outcome of a referral.

INVESTIGATING INCIDENTS

Incidents will normally be investigated by the Form Tutor or the Head of Year. All statements should be dated. The student alleged to have misbehaved will be asked to write down her version of events. The teacher will be asked to write down her/his version of events. If appropriate, witnesses will be asked to write down their versions of events.

- Heads of Year will conduct preliminary investigations within a reasonable timescale, not normally exceeding five school days, and will inform the Deputy Head (Pastoral) and relevant colleagues by means of an e-mailed interview sheet of the incident, the action taken and future follow-up planned. Parents will be contacted promptly, normally by the Head of Year – for serious incidents usually on the day of occurrence and for minor incidents normally within five working days – to inform them of any misbehaviour in which their daughter has been involved.
- The Deputy will provide advice to the Head of Year to ensure consistency across year groups and will forward the interview sheet to the Head Mistress. The Deputy will notify the police and other relevant bodies if appropriate, in consultation with the Head Mistress.
- A copy of the results of all investigations undertaken will be held in the Individual student's record file until the student leaves the School. Where an investigation finds that there is no case to be heard, the report will be held by the Deputy Head (Pastoral) and will not be kept in the student's record / file.
- Any incident which results in suspension / expulsion will be recorded centrally by the Head Mistress.

TRAINING FOR STAFF

The Head Mistress and Governors will ensure that appropriate advice on behaviour management is provided to support the implementation of the behaviour management policy. This training will include in-house induction for new staff and advice tailored to the individual member of staff. Professional and personal support is also provided by the Head of Department, Head of Year, Deputy Heads and Head Mistress. Copies of the behaviour management policy are emailed to all staff.

INTER-RELATIONSHIPS WITH OTHER POLICIES

The behaviour management policy operates in conjunction with the following policies:

- Equal opportunities

- Learning difficulties and disabilities
- Anti-bullying
- Teaching and learning
- Expulsion, Removal and Review
- Staff Code of Conduct
- Assessment

PUPIL RESTRAINT

The policy in this School is based on the guidance provided in the DfE document ‘Use of Reasonable Force’ published in July 2013.

All members of school staff have a legal power to use reasonable force but force used must be proportionate to the consequences it is intended to prevent and the decision on whether to use it is down to the professional judgement of the staff member concerned and depends on the individual circumstances. Force is usually used either to control or restrain and can be used in the following circumstances:

- To remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil
- To restrain a pupil at risk of harming themselves through physical outbursts

It is important to note that reasonable adjustments need to be made if a pupil is disabled or if she has a special educational need. Furthermore, if such disruption takes place on the school site, the teacher should send for a member of the Senior Leadership Team.

Staff must not use force as a punishment.

THE USE OF FORCE WHEN SEARCHING WITHOUT CONSENT

The Head Mistress and members of staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Anything that can be smoked and includes, but is not limited to, cigarettes, electronic cigarettes,

- pipes (including water pipes such as shisha and hookah pipes), cigars and herbal cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit any offence, cause personal injury or damage to property

Force cannot be used to search for other items banned under the school rules.

Searching, Screening and Confiscation

All searching and screening should be carried out by two members of staff (with one being a member of the Senior Leadership Team and one of the two members of staff being of the same gender as the student being searched or screened.)¹ A student can be searched for any item if the student agrees. Written consent is not needed. If a student refuses for their possessions to be searched, appropriate punishments should be applied. These punishments may include suspension or expulsion in certain situations.

Members of the Senior Leadership Team have the statutory power to search pupils or their possessions, without consent, when they have reasonable grounds for suspecting that the student may have a prohibited item (see above). A search, if necessary, should take place on school premises or where a member of staff has lawful control or charge of the student; for example on school trips.

Members of the Senior Leadership Team 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. Members of the Senior Leadership Team can seize any prohibited item found as a result of a search. They can also seize any item, however, found, which they consider harmful or detrimental to school discipline.

However, under article 8 of the European Convention on Human Rights, students have a right to respect for their private life and this increases with age. This needs to be taken into account and interference with private possessions must be justified and proportionate. The student may be required to remove outer clothing (i.e clothing not worn next to the skin or immediately over a garment that is being worn as underwear) during a search. A more intimate search can only be carried out by a person with more extensive powers (e.g. the Police). Lockers may be searched provided the student agrees unless prohibited items are suspected as being stored in such areas.

A student's property can be confiscated, retained or disposed of as a disciplinary penalty, where reasonable to do so. Weapons must be passed to the Police, alcohol can be disposed of and should not be returned to the student. Controlled drugs should be delivered to the Police or disposed of and other substances, if harmful or detrimental, can be confiscated. Stolen items should be returned to their owner or given to the Police. Cigarette papers, tobacco (or anything that is smoked) and fireworks can be retained or disposed of but not returned to the student. Pornographic images can be disposed of or delivered to the police if the images constitute a specified offence. Images on mobile 'phones can be deleted unless it is necessary to pass them to the Police. If an article could be used to commit an offence

¹ An exception to this rule would apply on a school trip during which there may be no member of senior leadership present. Nevertheless, two members of staff must still be present during a search; and one of these must be female.

or personal injury, this should be given the Police or returned, retained or disposed of as judged by the member of staff. If an item is banned under school rules, then its being returned or disposed of should be judged by the individual member of staff. Any items which are evidence of an offence must be passed to the Police.

The Head Mistress or Senior Leadership Team are not required to inform parents or seek their consent before a search takes place. Parents should be informed where alcohol, illegal drugs or potentially harmful substances are found (though there is no legal requirement to do so).

REVIEW AND MONITORING

Regular lesson observations and drop-in visits will review behaviour management procedures in the classroom.

Heads of Year will keep records of behavioural incidents and action taken, and will alert the Deputy Head (Pastoral) to any overall patterns in their year group. Interview sheets and referral forms will be available in the student's individual record file for scrutiny.

The Deputy Head / Student Support will scrutinise all interview forms relating to behaviour incidents.

The Head Mistress will keep a record of the most serious incidents which require internal exclusion from lessons, external suspension or expulsion and will report on these to Governors.

For all major policy reviews, there will be consultation with the Pastoral Team and Heads of Department (and through them with subject teachers) in advance of presentation of the policy to Governors.

Policy reviewed and amended by by Ann Goddard April 2017

Approved by Governors at Academic Development Committee April 2017