

# Behaviour Policy

## (Whole School)



William Hulme's Grammar School  
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### Behaviour Policy - Expectations

The school believes that outstanding behaviour in all aspects of school life is necessary in order to enable effective teaching and learning to take place. This is particularly important in lessons where teachers have the right to teach free from disruption, enabling pupils to learn and maximise progress. The school has a Binary Behaviour Programme to ensure disruption-free lessons. The Binary Behaviour Programme has in-built reasonable adjustments for pupils with Special Educational Needs and those looked after or previously looked after. Alongside the Binary Behaviour Programme, the school has three Charters – **Ambition, Respect and Compassion**, which have clear expectations of pupils' conduct in relation to all adults and their peers in and out of lessons. Each phase of the school has a bespoke behaviour policy and/or code to meet the needs of pupils across phases. The overarching aim is to create a community in which students flourish academically and socially within a climate of respect and understanding for all.

### Interrelationship with other School Policies

In order for the Behaviour Policy to be effective, a clear relationship with other school policies has been established. This policy should be read in conjunction with the policies below.

- Primary Behaviour Policy
- Sixth Form Behaviour and Conduct Policy
- Secondary Praise and Behaviour Code and Binary Behaviour Programme
- SEND Policy (Special Educational Needs and Disabilities)
- Looked After and Previously Looked Children Policy
- Reasonable Force (Restraint) Policy
- Safeguarding Children Policy
- Online Safety Policy
- Anti-bullying Policy
- Exclusions Policy
- Drugs Policy

### This Policy has been developed in keeping with the following legislation:

- Education Act 2002
- Education and Inspection Act 2006
- Equality Act 2010 and Education Act 2011
- DfE Guidance on behaviour and discipline in schools

### Behaviour Policy - Principles

The behaviour policy alongside the behaviour codes of conduct across the school seek to create a caring and learning environment in the school by:

- promoting outstanding behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all, including reasonable adjustments for pupils with Special Educational Needs and those looked after or previously looked after
- encouraging consistency of response to both positive and negative behaviour

- providing a safe environment; free from disruption, violence, bullying, prejudiced-based behaviour and any form of harassment
- encouraging a positive relationship with parents, guardians and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

## Implementation - Roles and Responsibilities

- **The Local Governing Body** will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- **The Senior Leadership Team** will be responsible for ensuring the implementation and day-to-day management of the policy and procedures. The Vice Principal for Personal Development, Behaviour and Attitudes (PDBA), Assistant Principals, Directors of Pastoral Care, Head of Sixth Form and the Headteacher and Deputy Headteacher of Primary Phase will oversee and support all staff faced with challenging behaviour across the academy.
- **Staff**, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Extended Leadership Team on the effectiveness of the policy and procedures. They also have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. All staff are provided high impact CPD throughout the year to implement and promote high behavioural expectations.
- **The Local Governing Body, Principal and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, sex, gender, disability or sexuality. The school has an Equality Scheme that should guide good practice in this area. The primary concern must always be to ensure that the concerns of pupils are listened to and appropriately addressed.
- **Parents and carers** will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.
- **Pupils** are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## Procedures

The procedures arising from this policy will be developed by the Vice Principal (PDBA), Assistant Principals, the Head of Sixth Form, Head of Secondary and Primary Phase. All procedures will be consistently and fairly applied to promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. The discipline in the school is a collective responsibility and levels of support and intervention will range at all levels of leadership. The Form Tutor and/or class teacher will always be kept informed and is the first point of contact. The procedures are set out in the Positive Praise and Behaviour Codes across the school.

## The Power to Discipline Beyond the School Gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil 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 pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

## Types and Examples of Unacceptable Behaviour Beyond the School Gate

The school reserves the right to sanction unacceptable behaviour outside of the school grounds and this may include the following sanctions.

### Scaled Sanctions

- School detention
- Referral to the Reflection Room
- Referral to another school (EG Step-out or a Managed-Move)
- Referral to an alternative Manchester LA approved provider
- Suspension and in the most serious cases permanent exclusion

Type	Examples
<b>Use or threat of use of an offensive weapon or prohibited item</b>	<ul style="list-style-type: none"><li>■ Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns.</li><li>■ Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.</li><li>■ Use of an offensive weapon.</li></ul>
<b>Abuse against sexual orientation and gender identity</b>	<ul style="list-style-type: none"><li>■ Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender).</li><li>■ Homophobic, bi-phobic and transphobic bullying.</li><li>■ LGBT+ graffiti.</li><li>■ LGBT+ taunting and harassment.</li><li>■ Swearing that can be attributed to LGBT+ characteristics.</li></ul>
<b>Abuse relating to disability</b>	<ul style="list-style-type: none"><li>■ Derogatory statements or swearing about a disability</li><li>■ Bullying related to disability</li><li>■ Disability related graffiti,</li><li>■ Disability related taunting and harassment</li></ul>
<b>Inappropriate use of social media or online technology</b>	<ul style="list-style-type: none"><li>■ Sharing of inappropriate images (of adult or pupil).</li><li>■ Cyber bullying or threatening behaviour online.</li><li>■ Organising or facilitating criminal behaviour using social media.</li></ul>
<b>Physical assault against pupil</b>	<ul style="list-style-type: none"><li>■ Fighting.</li><li>■ Violent behaviour.</li><li>■ Wounding.</li><li>■ Obstruction and jostling.</li></ul>

Type	Examples
<b>Physical assault against adult</b>	<ul style="list-style-type: none"> <li>■ Violent behaviour.</li> <li>■ Wounding.</li> <li>■ Obstruction and jostling.</li> </ul>
<b>Verbal abuse / threatening behaviour against pupil</b>	<ul style="list-style-type: none"> <li>■ Threatened violence.</li> <li>■ Aggressive behaviour.</li> <li>■ Swearing.</li> <li>■ Verbal intimidation.</li> </ul>
<b>Verbal abuse / threatening behaviour against adult</b>	<ul style="list-style-type: none"> <li>■ Threatened violence.</li> <li>■ Aggressive behaviour.</li> <li>■ Swearing.</li> <li>■ Verbal intimidation.</li> </ul>
<b>Bullying</b>	<ul style="list-style-type: none"> <li>■ Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, bi-phobic and transphobic bullying, bullying related to disability.</li> </ul>
<b>Racist abuse</b>	<ul style="list-style-type: none"> <li>■ Racist taunting and harassment.</li> <li>■ Derogatory racist statements.</li> <li>■ Swearing that can be attributed to racist characteristics.</li> <li>■ Racist bullying.</li> <li>■ Racist graffiti.</li> </ul>
<b>Sexual misconduct</b>	<ul style="list-style-type: none"> <li>■ Sexual abuse.</li> <li>■ Sexual assault.</li> <li>■ Sexual harassment.</li> <li>■ Lewd behaviour.</li> <li>■ Sexual bullying.</li> <li>■ Sexual graffiti.</li> </ul>
<b>Drug and alcohol related</b>	<ul style="list-style-type: none"> <li>■ Possession of illegal drugs.</li> <li>■ Inappropriate use of prescribed drugs.</li> <li>■ Drug dealing.</li> <li>■ Smoking.</li> <li>■ Alcohol abuse.</li> <li>■ Substance abuse.</li> </ul>
<b>Damage to property</b>	<ul style="list-style-type: none"> <li>■ Damage includes damage to school, private or personal property belonging to any member of the school or wider community.</li> <li>■ Vandalism.</li> <li>■ Arson.</li> <li>■ Graffiti.</li> </ul>
<b>Theft</b>	<ul style="list-style-type: none"> <li>■ Stealing property.</li> <li>■ Stealing personal property (pupil or adult).</li> <li>■ Stealing from local shops on a school outing.</li> <li>■ Selling and dealing in stolen property.</li> </ul>

## Graduated Approach

The school has a graduated response in terms of dealing with unacceptable behaviour and promoting positive behaviour.

**Tier 1:** The school has three Charters, a binary behaviour programme and praise codes to effectively promote positive behaviour for learning and eradicate low-level disruption in lessons.

**Tier 2:** The school has a robust set of interventions to support identified groups of pupils. The list below is an overview and not exhaustive. Interventions are updated by the pastoral, SEND and Student Support teams.

- Case conference for groups and classes
- Behaviour and learning pen profiles
- Individual behaviour programmes
- Pastoral support programmes
- Counselling
- Mentoring

**Tier 3:** The school has an extensive package of individualised programmes for a small number of vulnerable children such as SEND, LAC and PLAC pupils. These measures include:

- Education Psychology
- Sensory support therapy
- Speech and Language therapy
- Neuro-linguistic therapy and programmes
- Art, play and Lego therapy and programmes
- In-house placements in the school's Inclusion Centre

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise / One-page learning profiles	Pre-warning given to pupils with additional needs
Homework club for SEND and other VP groups	Keyworker support in the Reflection room for VP groups
Seating Plan adjustments for pupils with needs	Time out in the reflection room for VP groups
Short and repeated instructions	Shorter time spent in the reflection room
LSA support for SEND pupils	Access to a laptop in the reflection room
Chunked tasks (EG Do Now)	Restorative discussion with the teacher to take place as soon as possible

## Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are an important means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures. The Secondary Phase Praise Code and the Primary Phase Merit System recognise good behaviour, improvement, effort and achievement. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. The rewards system feeds into the William Hulme's Way Awards Scheme.

## Sanctions

Sanctions are needed to respond to inappropriate behaviour in school and in the vicinity of the school community. A range of sanctions are clearly defined in the WHGS Behaviour Codes and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

## Screening and Searching Pupils

Screening and searching of pupils will be carried out in accordance with guidance issued by the Department for Education. School staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The member of staff conducting the search must be of the same sex as the pupil being searched and there must also always be another member of staff present as a witness to the search.

- All searches are conducted away from other members of the school community.
- Reason for the search and where it will take place is clearly communicated.

Prohibited items are any of the items listed below:

- knives or other offensive weapons / items
- tobacco, cigarette papers and E-cigarettes
- alcohol or illegal drugs
- pornographic images
- stolen items
- fireworks
- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.

These items all fall under the banned items list on the school’s website. If a pupil refuses to co-operate with a search, then advice and assistance will immediately be sought from senior leaders. In the most serious cases, the school will contact Greater Manchester Police for assistance. In certain circumstances the school may use hand-held metal detectors as part of a search to safeguard all members of the school and wider community.

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. Any weapons or items which are evidence of an offence will be passed to the police as soon as possible.

## List of banned items

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school informs parents/carers and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought into school. The list below is **not** exhaustive but is intended as a guide. The specified items on the list, and any item that would fall into the first four categories, should not be brought into school.

### 1. Fire Lighting Equipment

- Matches, lighters, etc.

### 2. Drugs and Smoking Equipment

- Cigarettes; tobacco; E-cigarettes; cigarette papers; alcohol and solvents
- Any form of illegal drug

### 3. Weapons and Other Dangerous Implements and Substances

- BB guns; Laser pens and LED torches
- Knives or any other sharp and potentially dangerous implements

### 4. Other Items

- Fizzy Drinks (cans and bottles), including energy drinks
- Unhealthy snacks – chocolate bars, sweets, lollipops, chewing gum
- Offensive material (pornographic, homophobic, racist etc.)
- Any aerosol - other than essential medication
- Fireworks
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to:
  - commit an offence
  - cause personal injury to, or damage to the property of, any person (including the pupil)

Sanctions under the Behaviour Policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable or dangerous. These may include:

### Scaled Sanctions

- School detention
- Referral to the Reflection Room
- Referral to another school (EG Step-out or a Managed-Move)
- Referral to an alternative Manchester LA approved provider
- Suspension and in the most serious cases permanent exclusion

### Confiscation of Banned Items

Items confiscated by staff will be disposed of in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school will also seek advice from Greater Manchester Police in exceptional circumstances.

### Malicious accusations against staff

The school will take disciplinary action against pupil(s) who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, and this may result in suspension, permanent exclusion or direction to alternative provision from the school.

### Involvement of Outside Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. The list below is not exhaustive but an indicator of the school's partnerships.

- |                     |                                      |
|---------------------|--------------------------------------|
| ■ The PROUD Trust   | ■ Education Psychology               |
| ■ Kooth Counselling | ■ Speech and Language                |
| ■ CALM Counselling  | ■ Neuro-Linguistic Therapy           |
| ■ We Stand Together | ■ OUR FUTURES Careers and Enterprise |

### Training

The school will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### Policy Information and Review

<b>Designated Lead Person/s</b>	Ms S E Galloway, Vice Principal (Ethos and Culture) / DSL Mr M Kathrada, Assistant Principal (Behaviour)
<b>Created/Reviewed</b>	Annually
<b>Date of last review and by whom</b>	July 2024, Mr K Khalique, Vice Principal (PDBA)
<b>Link Governor (if applicable)</b>	
<b>Ratification by Local Governing Body</b>	30/09/2024
<b>Next Review Date</b>	July 2025

