



Northampton School *for Boys*

Behaviour Policy and **Code of Behaviour**

Approved by: **Governors' Welfare Committee**
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BEHAVIOUR POLICY

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1 Ethos and Values

We believe:

- that there is a distinct approach to learning that benefits boys in Years 7-11
- in a Sixth Form ethos that brings out the best from young women and men aged 16-19
- that competition is a valuable lever to raise standards
- that hard work is key to success; boys and girls need to be kept busy
- that leadership skills exist in everyone, but need nurturing
- that self-confidence is key to improving self-esteem
- that concern for self should be replaced with concern for others
- that everyone is deserving of respect, free from all forms of bullying
- that everyone is entitled to a safe and secure learning environment
- that every student is entitled to a broad and balanced curriculum which makes them an independent learner and maximizes their opportunities beyond school
- that engaging young people in our co-curriculum - a wide range of experiences beyond the classroom - develops 'the whole person', fosters good relations between staff and students, forges teamwork, and provides a sense of enjoyment and fulfilment

Our values will promote:

- high expectations of all stakeholders in our school community
- the highest standards of behaviour
- smart appearance, believing it to be an important component of self-respect
- hard work and commitment in the classroom and beyond
- celebration of success at all levels
- high levels of engagement with the school community and with what we provide
- a spirit of adventure, but with respect for health, safety and well-being
- openness, transparency, honesty and integrity as well as trust in each other
- humility and dignity – in both victory and defeat
- perseverance in the face of adversity
- respect, tolerance, kindness and understanding towards all others
- celebration of the diversity of our community
- co-operation and a willingness to work with others for the common good
- celebration of our traditions – a respect for the past

2 Background and the Framework of the Code of Behaviour

The aim of Northampton School *for Boys* is to provide students with the best possible education through its lessons and other activities and to be a pleasant place to learn and be taught. Northampton School *for Boys* should be a school where students learn extensively because they enjoy learning and teachers teach well because they enjoy teaching.

The vast majority of students at Northampton School *for Boys* display outstanding levels of behaviour consistently throughout their time at the school.

The principle which underlies the school's policy on behaviour is that staff and students treat each other as we ourselves would wish to be treated. 'Staff' includes non-teaching support staff, personnel such as estates staff, cleaners, cooks, librarians, administrative staff and other ancillary helpers. When dealing with visitors, students should be helpful and courteous at all times.

Students have the right to an education which offers them the best opportunity to attain their potential. It is the right of every individual to do these things without being hindered by others.

The Governing Body expect teachers to have the core responsibility for delivering Rewards and Consequences and for managing students in lessons. Students are expected to behave appropriately in lessons and adhere to the instructions of the teacher. Teachers will be given behavioral management support and coaching in positive behaviour management techniques where required.

Bullying is not tolerated and issues are dealt in line with the Anti-Bullying Policy guidance. The Behaviour Policy is written in line with guidance from the DfE 'Behaviour and Discipline in schools:guidance for headteachers and staff' January 2016.

3 Baseline standards and expectations (Code of Behaviour)

It is essential that every one of us is:

Considerate	Ensuring our words and actions do not cause inconvenience
Courteous	Being polite and helpful
Co-operative	Being willing to work together
Friendly	Being on good terms with each other
Hardworking	Doing our best
Honest	Being truthful
Trusting	Accepting that others want to help
Generous of spirit	Willing to see the best of others and to give recognition where due

In the wider community, harm has been done in the past and is still being done today as a result of prejudice against people because of their race, gender, sexual orientation, disability or faith. Northampton School *for Boys* is proud of the varied backgrounds of all its pupils and is determined that everyone should feel equally at home.

Students can expect the school to provide a broad and balanced programme of education which is well organised and effectively delivered. Students will be expected to keep to all aspects of the Code of Behaviour. This will ensure all students and staff are part of a pleasant community of which we can all be proud.

CODE OF STUDENT BEHAVIOUR

Lessons

You should make it as easy as possible for everyone to learn and for teachers to teach. You should:

- arrive on time and line up quietly outside the classroom
- be properly equipped and correctly dressed
- be ready to start learning as soon as you enter the classroom
- focus on the work set
- in discussion work, put your point of view clearly and listen carefully and tolerantly to others
- at the end of the lessons, wait to be dismissed and leave the classroom in an orderly fashion and in silence

Presentation of work

Take pride in your work, in how it looks as well as in what it says, and in how you organise yourself to get it done. You should:

- set work out clearly and always date it
- take great care to meet home learning and examination deadlines

Dealing with People

You should treat everyone, pupils as well as adults, considerately and politely and do your part to make the school a pleasant place to be. You should:

- make visitors welcome and direct them if they seem lost
- not shout or argue rudely
- never swear or use offensive language, especially of a racist or sexist nature
- never threaten or bully anyone

Safety

Be safety conscious and respect your safety as well as that of other people. You should:

- follow carefully your teachers' safety instructions
- never interfere with equipment designed to protect you from fire or theft
- never bring items into school which are distracting, dangerous or illegal - cigarettes, drugs, alcohol, fireworks, knives or weapons
- leave valuable items at home
- get off bikes at the school gate; it is recommended that students wear a cycle helmet and high visibility jacket/bands. Bikes should be locked in the cycle racks with a D lock
- respect other users of the roads and paths - pedestrians, cyclists or motorists
- take great care when crossing roads and waiting for buses; listen to, and accept the advice and instructions of staff on duty

Movement around the School

You should always move sensibly round the premises. You should:

- not run or push
- wait your turn when entering classrooms or queuing for snacks or dinner
- keep to the left on all stairs and corridors
- stay away from vehicles in the school Car Park
- arrive promptly at lessons
- not congregate in large groups anywhere on the school premises
- not sit on railings or staircases

Looking After the Premises

We must all aim to keep the environment as attractive as possible. You should:

- put litter in the appropriate recycling or general waste bins
- eat / drink only in the places allowed (never on carpeted areas)
- take care of all school property including books, tables, displays of work and buildings

The Neighbourhood

Staff and students widely use the facilities of Northampton. You must do your part to make sure that the school is well thought of by local people. When you are not in school you should:

- use local facilities considerately
- avoid gathering in large groups
- avoid leaving litter
- not cycle on the pavements
- not use the local alleyways on the way to and from school
- always use the pedestrian crossings when crossing the Billing Road

4 Student Conduct beyond the school

The Law allows for teachers to discipline students for misbehaving outside the school premises 'to such an extent as is reasonable'. At Northampton School *for Boys* staff may discipline students for:

- misbehaviour whilst involved in a school organised activity, trip or residential
- misbehaviour whilst wearing uniform or in some other way identifiable as a student at the school
- misbehaviour whilst travelling to or from the school
- misuse of electronic media or engaging in online bullying or harrasment
- behaviour which poses a threat to another student or a member of the public
- behaviour which could result in repercussions to the orderly running of the school
- behaviour which could adversely effect the excellent reputation of the school

5 Consequences and Sanctions

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headmaster says otherwise) with responsibility for students, such as lunchtime duty supervisors and Additional Intervention Team (AIT)
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including during an organised activity, on school visits and residentials
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate students' property
- Teachers can also discipline students for misbehaviour outside school
- Parental consent is not required for detentions
- Staff will allow students reasonable time to eat, drink and use the toilet during a lunchtime detention
- If a detention is issued outside of school hours, staff issuing the detention will consider the following points in order to not compromise a child's safety:
 - whether the detention is likely to put the student at risk
 - whether the student has known caring responsibilities which mean that the detention is unreasonable

- whether the parents have been informed of the detention
- whether suitable travel arrangements can be made by the parent for the student (parents can not over-rule a detention on the grounds of inconvenience)

Staff Approach to Behaviour Management

Staff should seek to manage behaviour fairly and consistently and without emotional attachment. Best practice is recognised by a teacher who secures high standards of behaviour through firmly establishing the highest expectations of his or her students, through relentless and consistent routines, through engaging teaching which challenges students of all abilities appropriately and through establishing and developing a positive working rapport with students who recognise that the teacher cares about their welfare and outcomes.

Sanctions are intended both to bring about a modification in the behaviour of an individual transgressor and act as a deterrent to others. Completion of a sanction should bring closure to the matter being addressed. The school does not operate a rigid tariff system of behaviours and associated sanctions however the group of strategies and sanctions which can be used by staff for different types of misbehaviour (the list of different types of behaviour is not exhaustive) are indicated below. Each case is taken on its particular circumstances, including taking into account the context of the student's background and behaviour record. For major incidents more than one sanction can be applied according to the context of the incident as long as they are proportional and appropriate.

Only the strategies / sanctions listed should be used by staff. Whole class detentions must not be used nor the practice of writing the names of students on a Classroom Board for negative behaviour.

The vast majority of students at Northampton School *for Boys* display outstanding levels of behaviour throughout their time at the school. The rewards section of the Policy is applicable for all students, the sanctions section will be relevant for few.

The strategies listed at the lower behaviour incident level are employed naturally by the vast majority of staff and are in this policy primarily as a reminder for new teachers.

Strategies / Sanctions

Classroom based incidents

Lower Level

- not lining up appropriately
- one off instances of lack of focus in class
- one off instances of talking over the teacher
- one off instances of distracting others in the classroom
- one off instances of bringing the wrong equipment
- one off minor uniform infringement

Range of Strategies to choose from – refocus student on work, verbal framing of expectations and expected positive outcomes, verbal reprimand, / warning, moving in and out, physical proximity

Repeated Lower Level incidents within the same subject lesson

Range of Strategies to choose from – discussion with the student outside of the classroom, moving the student within the class to a new seat, holding the student back for a few minutes or at breaktime, advice and support from CTL, FT, YTL or AIT

Expected communication – parents / carers informed

One off lack of punctuality to class without reasonable excuse

Strategies to choose from – discussion outside of the room / placing student in a different seat to normal / holding the student back for a few minutes or at breaktime for reflection

Significant single incident in a lesson

- insolence
- significant disruptive behaviour
- unauthorised use of technology
- poor quality of work
- homework not completed

Range of Strategies / Sanctions to choose from - subject based lunch or after school work imposition detention (to complete work of the teacher's choice), additional work imposition to be completed at home, confiscation of inappropriately used or of a restricted item

Expected communication – incident report completed by instigating member of staff, parents / carers informed

Persistent significant incidents of disruptive or non-compliant behaviour over successive lessons in one subject (including failure to attend subject based detentions)

Range of Strategies / Sanctions to choose from – removal of student to CTL or Learning Leaders within the subject, advice and support from CTL, YTL or AIT

If intervention and removal at CTL level does not work then the student may be referred to the link SLT (Curriculum) who will arrange for the student to be sat working with them whether teaching or not teaching

If SLT intervention does not improve behaviour the student can be placed by the SLT member in the Friday after school work imposition detention with the Assistant Headteacher / Deputy Headteachers / Headmaster

Any student who is placed in an SLT Friday work imposition detention will be put on report to their YTL until behaviour improves

Expected communication – incident report completed by CTL and SLT as relevant, parents / carers informed

Persistent incidents of disruptive or non-compliant behaviour across the curriculum

Range of Strategies / Sanctions to choose from –in addition to the sanctions / strategies used by curriculum areas, YTLs may also:

- place a student on FT / YTL report
- decide on loss of privileges, for instance not being able to participate in an activity or event or a non-uniform day
- place a student on positive school based community service for example directing a student to work with younger students in lunchtime or after school clubs
- place a student in YTL work imposition detention at lunch or after school

If intervention and removal at FT followed by YTL level does not work then the student may be referred by the YTL to the link Year Group member of SLT who will decide on appropriate intervention according to the context of the case

If SLT intervention does not work the student can be placed by the SLT member in the Friday after school work imposition detention with the Assistant Headteacher / Deputy Headteachers / Headmaster

Any student who is placed in an SLT Friday work imposition detention for persistent disruptive or non-compliant behaviour across the curriculum will be placed on Assistant Headteacher Behaviour or Deputy Headteacher report until behaviour improves

***Expected communication** – incident report completed by YTL and SLT as relevant, parents / carers informed*

Lower / Significant incidents between lessons or at Break and Lunch

- **Lower** – such as running on the path, being in a large group stood on the concourse, pushing in the queue, using a mobile phone whilst eating, inappropriate but non-threatening behaviour, one off littering – *positive verbal framing of expectations / verbal warning from staff member or placing the student at the back of the queue*
- **Non-compliance or rudeness, persistent littering** – *SLT lunchtime work imposition detention that day or the following day depending on when the incident occurs-*
***Expected communication** - incident report completed by member of staff identifying the incident- parents / carers informed*

Major incident in or out of lessons or continual major concern–

- Swearing at a member of staff
- Possession of banned items
- Damage to school or property
- Theft
- Racism
- Sexual misconduct
- Verbal abuse or threatening behaviour to staff, students or members of the public, on or off school site
- Persistent refusal to comply
- Physical assault on or off the school site
- Persistently disrupting lessons or the learning of others
- Malicious accusations made by students against school staff
- Serious misuse of technology such as accessing pornography
- Failure to improve behaviour despite all levels of previous intervention

***Range of Strategies / Sanctions** - in the case of a major individual incident, an immediate call or message to the Headmaster's Office should be made which will trigger the removal of the student to G4 or the student can be directly taken by the member of staff to Assistant Headteacher Behaviour. Deputy Headteacher Pastoral – the sanctions for this level of offence(s) will be issued by Assistant Headteacher Behaviour. Deputy Headteacher Pastoral in liaison with the Headmaster where relevant, which will include consideration of exclusion. In the case of failure to improve behaviour despite all previous levels of intervention – Assistant Headteacher Behaviour. Deputy Headteacher Pastoral will discuss the case with Headmaster and agree the appropriate actions to be taken.*

***Expected communication** – incident report completed by relevant member of staff and SLT as relevant, parents / carers informed*

6 Formal Exclusion

A Fixed Term Exclusion is where a student is instructed not to be on site for a fixed period of time, usually between 1 and 5 days but can be longer. Fixed Term Exclusions can also be

extended at the Headmaster's discretion, usually to consider other evidence or to seek further advice before making a decision. This sanction is imposed as a result of significant breach of the School's Behaviour Policy.

A Permanent Exclusion can occur as a result of:

- A serious breach or persistent breaches of the School's Behaviour Policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Below are a list of some of the misbehaviours that could result in Formal Exclusion:

- Swearing at a member of staff
- Possession of banned items
- Damage to school or property
- Theft
- Racism
- Sexual misconduct
- Verbal abuse or threatening behaviour to staff or students
- Persistent refusal to comply
- Physical assault
- Persistently disrupting lessons or the learning of others
- Malicious accusations made by students against school staff
- Serious misuse of technology such as accessing pornography
- Failure to improve behaviour despite all levels of previous intervention

After a Fixed Term Exclusion there must be a reintegration meeting with a designated staff member, parent/carer and student. The student will return to school on report for a minimum of one week. Several fixed term exclusions or persistent breaches of the Behaviour Policy will result in a Governors' review meeting and a warning of permanent exclusion being a possible sanction.

Formal Exclusions are used sparingly but are a response to more serious incidents of unacceptable behaviour. The school will seek to work with parents in using such sanctions to modify unacceptable behaviour and will keep parents informed. The school will also work with other local agencies to assess the needs of students who display continuous disruptive behaviour.

The school will apply procedures relating to the above with reference to the appropriate DfE guidance: "Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion." September 2017 and the Education Act 2002 as amended by the Education Act 2011.

7 Managed Moves / Alternative Provision

Where students are demonstrating persistent breaches of the School Behaviour Policy and thus on the pathway to Permanent Exclusion, the school may seek, with the agreement of all parties including parents, a managed move for the student to another school for a period of normally six weeks. During this time the student will be on dual registration and a decision is made during or at the end of the fixed period as to whether the student remains on the roll of the receiving school or whether they return to Northampton School *for Boys*.

The school may also determine that a student should be sent to an Alternative Education Provider in order to improve and support their behaviour. Although every attempt will be made to engage parents in this decision, it is not necessary to gain parental approval if the school feels that it is a decision in the best interests of the student. If a student attends

Alternative Provision, the placement will be subject to regular formal reviews (length of time being specified according to the context of each individual case) where appraisal will be made as to whether or not the Alternative Provision placement is having the desired impact on behaviour and achievement.

8 Reasonable Force

Reasonable force may be deemed necessary in particular situations. The school uses the recommendations set out by the Department for Education 'Use of Reasonable Force' guidance which relates to the Education Acts of 1996, 2006 and 2011 (see appendix).

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headmaster and staff that he authorises may also use force as is reasonable given the circumstances when conducting search without consent for the banned items listed in Section 10.

9 Searching Students

Following a suspicion of a banned item being in the possession of a student, staff may choose to search a student at Northampton School *for Boys*. The search will be conducted by two members of staff with one being either a Year Team Leader or Senior Leader. Members of staff will be of the same gender as the student; the search will be completed in a room and the school will ensure the search is carried out in a discreet and sensitive manner.

The search will be completed following the recommendations set out in the Department for Education 'Searching, Screening and Confiscation' February 2014 (updated September 2016). For items that fall into the category of banned and illegal the school may request the Police or a Community Police Support Officer to be present.

10 Banned Items in School

The following are considered banned and must not be brought into Northampton School *for Boys*. If found in the possession of a student, or suspected as being present on a student or suspected of being supplied by a student, the sanction of formal exclusion is likely to apply. The list below is not exhaustive:

- Knives, weapons, items that can be used as weapons
- Illegal drugs or items associated with drugs
- Pornographic imagery
- Alcohol, tobacco, electronic cigarettes (vapes), items associated with smoking
- Stolen items
- any pyrotechnic / fireworks
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Malicious software, files which could damage, circumvent or compromise school systems
- any item banned by the school which has been identified as an item which may be searched for

11 Use of Electronic ‘Mobile’ Devices

We believe that mobile electronic devices (primarily mobile phones) are now an integral part of society. We recognise that it is important to parents that they are able to contact their son/daughter at the end of the day. We accept that, used properly, they can be a valuable educational and social resource. However, we also recognise that they are expensive and therefore a potential target for theft. They are open to abuse which can generate harm to the user and other users. They can be a distraction and a source of interference or conflict.

In light of this, we do not ban mobile phones being brought to school. We will, in the right circumstances, embrace the potential educational value. We accept a limited use of the recreational facilities which mobile devices offer during social times of the day. We will not accept liability for the safety and security of mobile devices. If a student chooses to bring an expensive piece of equipment to school, then he/she must accept responsibility for it. The liability remains with the student. Any misuse of mobile phones which causes distress to any member of the school community will be treated as a significant breach of the Behaviour Code and may result in sanctions. In some circumstances, the mobile device will be confiscated for the whole school day. In other circumstances, we will insist that a student does not bring a mobile phone to school at all. In these circumstances, any non-compliance will be dealt with under the Behaviour Policy and may include exclusion.

Student rules: mobile phones

- Must be turned off and out of sight in lessons and between lessons unless a teacher gives permission for the phone to be used as part of a learning task
- Must not be used as cameras unless directed to do so by a teacher (for example to record an image of notes on the board)
- Must not be used to make phone calls until the end of the school day – emergency calls can be made at Student Services
- Must not be used whilst eating
- Must not be used with headphones / earbuds – headphones / earbuds are banned for students in Years 7-11 (Sixth Formers may use ear phones and their mobile during private study to listen to music or for subject based research)
- Must not be used to contact parents during the school day – students should contact Student Services if it is necessary to contact home
- Must not be taken into any examination room
- Must be handed in to Student Services whilst taking an examination
- Must be handed in to a teacher during sports lessons and activities
- Must not be used to access inappropriate webpages
- Must be handed to a teacher immediately upon request
- Phones should be kept about the person throughout the day (other than in sports activities) preferably in a zipped pocket rather than in a bag.

12 Rewards and Celebrating Success

We believe at Northampton School *for Boys* that good behaviour and hard work should be rewarded. Students are awarded House Points for over and above or outstanding achievement in Home Learning, behaviour and effort in lessons and around the school. Students can also achieve these through the House based Arts and Sports programme. All staff can award House Points for any outstanding behaviour or piece of work and students can achieve the House Points for their own personal gain and for their House as a whole. House Points earned

by each student will contribute towards the deciding totals for the award of the House Shield at the end of Easter.

Celebrating success at school is also demonstrated through students having opportunities to gain:

- Certificates of attendance monitored and arranged by YTLs
- Letters / postcards home from any member of staff for outstanding performance
- Phone calls from staff
- Form Tutors, Year Team Leaders, and Senior Leadership congratulating the student through a letter sent home or by meeting a student to congratulate them personally
- Headmaster commendation letters
- Presentation assemblies
- A mention in the weekly Headmaster's bulletin
- Featuring in the Sports magazine
- Presentation of award at Arts Evening, gaining an Arts Pin at various levels
- Presentation at Sports Awards Evening, gaining Colours at various levels
- Academic success at Academic Awards evening with a variety of prestigious awards

13 Inclusive Approach

Northampton School *for Boys* is an inclusive school and supports the learning of all students. For those with Additional Needs or a Special Educational Need, the Additional Intervention Team (AIT) are engaged to improve learning opportunities. For those requiring additional support the AIT and Welfare Team support at all levels of need including Counselling, Cognitive Behavioural Therapy, Early Help, Child in Need and Child Protection Plans. A variety of agencies are involved in supporting the School's processes.

14 Extra Curricular Opportunities

We are proud of our students achievements and firmly believe students should take an active role participating beyond the curriculum.

When representing the school (visits, performances, sport teams) students must carefully follow instructions and ensure their dealings with opponents, members of the public and staff is considerate, courteous and co-operative at all times.

- Players should abide by the rules and the spirit of the game
- The decision of referees/officials must be accepted as final. Whether you win or lose, you must always conduct yourself in an orderly manner
- Participants should not attempt to gain any advantage over their opponents through any form of gamesmanship or cheating
- Self-control should be exercised at all times, by both players and spectators regardless of success or defeat
- Spectators and participants should treat their opponents with due respect both on and off the field of play
- Spectators may verbally support their side but without the use of obscene language or by directing any ridicule at the opponents or referee

In some cases students may be required to attend lunchtime activities which are supervised by a member of staff, or designated person, to reduce the opportunities for poor behaviour in social times (breaks/lunchtimes). This will be used as a positive intervention method to avoid poor behaviour and change behaviour patterns.

The school recognises that the implementation of this policy is in accordance with the Equality Act 2010, the requirements of Safeguarding and specific issues which may relate to students with Special Educational Needs.

Sponsor: Governors' Welfare Committee
Date: September 2018

Related documents: Anti-bullying Policy; Expectations and Standards; Exclusion Policy; Appearance Policy; Drugs and Solvents Policy; Searching Pupils for Offensive Weapons Policy

Behaviour and Discipline in Schools: Guidance for headteachers and staff – DfE January 2016

School Exclusion - DfE July 2017

Searching, Screening and Confiscation: advice for schools – DfE September 2016

Use of Reasonable Force in Schools - DfE July 2013

Drugs Advice for schools – DfE September 2012

Alternative Provision – DfE January 2013 (updated June 2016)