

School Behaviour and Discipline Policy

Contents

1. Promoting High Standards & Supporting Students	3
2. Involvement of Parents and Guardians	5
3. Involvement of Students.....	5
4. Responding to Misbehaviour	6
5. Misbehaviour outside of school or online	6
6. Progress and Behaviour in Lessons – Years 7 to 11	7
7. Maintaining good discipline – Years 7 to 11	8
8. Tickets	8
9. Lunchtime Detention	8
10. Individual Student Support Plan (IPSP)	8
11. School Detention.....	9
12. Headmaster’s Detention	9
13. Dealing with issues in the Sixth Form	10
14. Malicious allegations against members of staff	10
The Child	10
15. Appeals Procedure for Students	11
16. Probation	11
17. Suspension and Exclusion	12
18. Miscellaneous	12
19. Appeals by Parents.....	13
20. Related Policies	13

The promotion of the highest standards of work and civilised behaviour is at the heart of our Whole School Aims, and, in quoting from this, we draw attention to our ethos and aspirations:

At Nottingham High School we:

- Value and nurture each student as an individual, through our friendly, supportive and caring ethos. Celebrate the effort, achievements and talents of all.
- Provide outstanding pastoral care.
- Expect and achieve high standards in academic work and in behaviour, valuing each student's individual journey.
- Provide a creative and vibrant environment through a variety of opportunities and activities to allow every student to explore and experiment as they learn.
- Provide a rich, stimulating and balanced curriculum that builds skills of independence, confidence and emotional resilience, through lessons which are challenging, engaging and exciting for all, to encourage an enjoyment of and love for learning.
- Build a culture of mutual respect and tolerance to equip our students with the skills necessary to live in a multi-cultural society
- Maintain open communications between parents, staff and students to foster a partnership of learning.

1. Promoting High Standards & Supporting Students

At Nottingham High School our community is based upon respect, excellence, curiosity, individuality and empathy. The School aims to encourage students to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our students is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect students to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect students to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's [Attendance Policy]. They should care for the buildings, equipment, and furniture. We expect students to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a student is adopted, looked after or is a carer.

Thoughtful and co-operative behaviour is very much the norm at the School. We encourage all adults to acknowledge this by praising behaviour that is kind, courteous and considerate and which, in the broadest sense, recognises and supports the needs of other members of the community. This is often done by making discrete comments to the individual concerned, or by channelling these through Tutors. When outsiders comment positively on our students their messages are read out in an appropriate gathering, such as a School or Year Group assembly.

We have a long-established system for rewarding work and other achievements that are either 'outstanding' or a 'personal best'. For example, students in Years 7 to 10 are awarded distinctions and discuss their achievements with a member of SMT for each multiple of twenty. The Headmaster awards prizes for distinctions in a ceremony held towards the end of the Summer Term.

If a student has problems with their behaviour their Tutor will discuss the issues with them and targets will be set, for example to achieve a near-full set of positive comments on a weekly report [see below]. When such a target is achieved the student's Tutor will make a point of praising both verbally and by a written comment on the completed report.

When students join the School at any stage, their Tutor, with the support of an Assistant Tutor, will be a single point of contact for the student and their family to support their transition pastorally and academically. Students, especially at the key transition points of Year 7 and Year 12, also have the support of an experienced Head of Year 7, supported by an Assistant Head of Year, and Senior Tutors (Y11-13) who have an overview of the key issues that can commonly affect students at these stages.

2. Involvement of Parents and Guardians

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they agree to the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including the child's residential Local Authority and CAMHS. The School has a number of support systems in place to meet the needs of all students.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

3. Involvement of Students

All students deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where students treat each other with empathy, dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, and during form and Tutor time, Personal, Social and Health Education (PSHE) lessons, project work, and via the School Council, which meets regularly. Students are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all students as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new students understand their duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for students who are mid-term or academic year arrivals.

4. Responding to Misbehaviour

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of students and staff.

The School's aim in any response to misbehaviour is to restore a calm and safe environment in which all students can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific student or a general deterrent for all students at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement** – supporting students to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

The School will also consider whether any misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding and Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

5. Misbehaviour outside of school or online

The School has the power to sanction students for misbehaviour outside of the school premises or online to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a student of the School
- causes distress (physical or mental) to others
- is bullying behaviour

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a student will be made on the School premises or elsewhere at a time when the student is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Misbehaviour and Exclusions Policy.

6. Progress and Behaviour in Lessons – Years 7 to 11

We make the following policy statement to encourage students to recognise their responsibilities and adhere to our requirements: *“We want you to maximise your progress in lessons, and with this in mind we insist that you co-operate fully with the following code of conduct:*

Getting to lessons

Always

- Wear your uniform correctly [see dress code]
- Move both sensibly and quickly from one lesson to the next
- Arrive on time, with all necessary books, homework and equipment as instructed
- Line up outside the room, ready to enter when the teacher tells you to
- Use devices in line with the School’s BYOD procedures

In Lessons

Always

- Do your best at all times
- Settle quickly into the right frame of mind: books sorted out, ready to focus
- Listen to the teacher
- Follow instructions
- Get on with tasks set straight away
- Concentrate on your work
- Raise your hand when you want to ask a question or contribute to a discussion
- Be prepared to wait your turn
- Contribute positively
- Respect the work and views of others
- Respect school property

Never

- Speak when the teacher is talking
- Shout out
- Distract others
- Allow yourself to be distracted
- Pack up your books and equipment, or leave the classroom until the teacher says so.

This list is not exhaustive, but it gives a general idea of the working practices that we require.

7. Maintaining good discipline – Years 7 to 11

Problems with individual students are discussed by the member of staff and the student's Tutor before matters escalate, and due consideration is given to any special educational needs [SEND] or particular medical or other issues, using information provided by parents and appropriately qualified specialists.

If several students in the same year group are involved and the issue is in lessons, staff will consult with their Head of Department or, if the matter is more general, with the Head of Year or Assistant Head (Individuals). Problems that cross year group boundaries are infrequent and are generally referred to the Assistant Head [Individuals] or the Deputy Head [Individuals] for action.

The aim of all sanctions is to sort out a problem positively, with as light a touch as possible and with strategies in place to avoid a recurrence. The following paragraphs give further details of the range of sanctions that are used, in ascending order of seriousness. Although the list looks long and possibly daunting there is nothing here for any student who behaves well and fulfils their work and other commitments.

We greatly value the full support of parents in addressing any disciplinary issues reported to them, in helping their child to learn positive lessons from any sanction issued and in adding their praise to ours when issues are resolved satisfactorily.

8. Tickets

The purpose of a Ticket [issued electronically] is to provide useful information about students to their Tutors (who are the primary focus for individual pastoral care), and to Heads of Year (who maintain a pastoral and disciplinary overview of records and trends). A ticket is appropriate in any situation where a teacher feels that a student's work or behaviour is causing concern, and that a Tutor should know about it. A short duration sanction may also be issued.

9. Lunchtime Detention

Lunchtime Detention (LD) is for poor or missing work and is held daily to sort out work issues quickly and effectively, so work detention takes precedence over all other activities.

10. Individual Student Support Plan (IPSP)

Tutors use IPSPs (sometimes referred to as Weekly Report) with their Tutees as a means of setting targets in relation to an issue that needs to be addressed. Examples include poor work, behaviour or concentration in lessons or a patchy homework record. The student is monitored on a lesson by lesson basis and Tutor and parents monitor progress week by week. The aim of an IPSP is for the student to put matters right and to be praised by their Tutor for doing so.

11. School Detention

School Detention is held after School on Tuesday and Thursday evenings and is used for matters such as repeated failure to produce work/the required standard of work/work at the required time, nuisance to another student or interference with their possessions, damage to school property, insulting or abusive behaviour, reckless behaviour causing danger to others or any other behaviours deemed unsatisfactory.

The work to be done is clearly specified and should be of educational or developmental value. The Tutor may also make contact by phone call or email. The detention is confirmed in a letter home to parents.

12. Headmaster's Detention

Headmaster's Detention is held after School on most alternate Thursday evenings, supervised by senior staff, and is reserved for very serious issues which may include: persistent refusal to do or complete work [but only after other detention(s) have not resolved the problem], dishonest work, truancy from lessons, physical assault, bullying, bringing the School into public disrepute, malicious damage to school property and any serious offence where the matter is compounded by lying.

The work to be done is clearly specified and should be of educational or developmental value. The Tutor will also make contact by phone call or email. The detention is confirmed in a letter home to parents.

This detention cannot be awarded without consulting the Deputy Head [Individuals], who also sees all students who have been in Headmaster's detention to discuss the cause and to establish positive strategies to avoid a recurrence of the problem.

13. Dealing with issues in the Sixth Form

Our aim is to maintain a positive supportive and co-operative atmosphere in the Sixth Form. To support student progress reasoned negotiation between staff, sixth former and Tutor will happen at an early stage.

Missed lessons: The Assistant Head (Individuals Y11-13) deals with the situation by specifying periods of self-directed study in the library. The Tutor is informed in all cases.

Sixth Form notifications: In the case of poor work/behaviour as outlined below, a Sixth Form Academic or Conduct notification is raised and the Assistant Head (Individuals), Senior Tutors or Tutors will see the student within 24 hours.

Work: Any work related issues are initially dealt with by individual subject teachers. If a student misses a deadline the teacher may (at the discretion of the policy established in the subject department) give the student the chance to hand the work in within a couple of days, or by the next lesson. On subsequent occasions the Assistant Head (Individuals), Senior Tutors, and Tutor will decide the best way forward and the parents may be consulted if it is deemed necessary. If the issue is still not resolved the teacher will send another iSAMS notification. The Assistant Head (Individuals) will then require the student to spend a proportion of their non-taught lessons in the Library until their work is up-to-date. The student has to sign in and out with the Librarian as a record of their attendance and their Tutor may notify parents that this is happening.

Behaviour: After discussion with the student's Tutor and the Assistant Head (Individuals), a student's poor behaviour may lead to their right to use the Sixth Form Centre or to leave School during their free periods or during long break being withdrawn. More serious issues may involve discussions with some/all of Tutor, parent(s), Assistant Head (Individuals), Deputy Head (Individuals).

14. Malicious allegations against members of staff

All allegations are investigated thoroughly as indicated below. If the allegation had safeguarding implications then the School would follow the procedure set out in the Safeguarding and Child Protection Policy. However if the allegation was found to be malicious this would be handled in a severe manner. The Deputy Head [Individuals] would handle the investigation, unless the allegation was about them. In this case the Assistant Head [Individuals] would take the lead. Such an act would require consultation with the Headmaster and may lead to suspension or exclusion from the School.

The Child

A child who has been the centre of a false, unfounded, malicious or unsubstantiated allegation of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the Local Safeguarding Partnership (previously LSCB) to set up a professional programme that best meets their

needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However, much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of such allegations of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help them to achieve as smooth a transition as possible, working closely with the parents or guardians.

15. Appeals Procedure for Students

Following discussion with their Tutor, all students have the right to appeal to the Deputy Head [Individuals] if they feel a sanction is unreasonable, or if they feel a member of staff has treated them unfairly.

16. Probation

The Headmaster, Deputy Head [Individuals], Deputy Head [Academic] and Assistant Head [Individuals] may impose a period of formal probation using information provided by the student's Tutor, Senior Tutors, the Head of Year, the database records and other sources.

- 16.1 During a period of probation (which is generally up to one term in duration but can be longer or shorter) the student is given some reasonable targets to achieve in relation to specific issues. Whilst it is impossible to put exact requirements on improving behaviour, it would be expected that the student makes significant, marked and noticeable improvement.
- 16.2 Their performance is closely monitored by their Tutor and a member of the Senior Management Team.
- 16.3 They are given regular feedback on how they are matching up to the targets they have been given.
- 16.4 Towards the end of the probation a review is carried out and the Headmaster, Deputy Head [Individuals] or Deputy Head [Academic] considers all relevant aspects of performance in deciding whether the student has passed or failed their Probation.
- 16.5 The student and their parents are informed of the outcome: praise if they have been successful, a further specified period of probation if some but insufficient progress has been made, permanent exclusion from the school if no real progress has been achieved.
- 16.6 A serious violation of one or more probation targets during the period of probation may result in suspension or permanent exclusion.

17. Suspension and Exclusion

Very occasionally the Headmaster may, at his absolute discretion, permanently exclude or require the removal of a student from the School if he considers the student's attendance, influence on others, progress or behaviour (including behaviour outside School) to have been wholly unsatisfactory and extremely serious, one-off or otherwise.

During this process the parent(s) will be required to attend a meeting with the Headmaster (or his Deputy should he not be available) and will then be required to remove their child from the School premises immediately. A letter will then be sent to the parent(s) making it clear that their child is no longer a student at Nottingham High School.

For a suspension, parents will be asked to attend a meeting with a Deputy Head, and will then be required to remove their child from the School premises immediately, if appropriate. A letter will then be sent to the parent(s) making it clear that their child is suspended.

18. Miscellaneous

Corporal Punishment

Corporal punishment is illegal in schools and has not been used at Nottingham High School for many years.

Staff must not use Corporal Punishment at all at Nottingham High School.

Reasonable Physical Intervention by Staff

Whilst very rarely used a member of staff may, in relation to any student at the school, use such force as is reasonable in the circumstances for the purpose of preventing the student from doing (or continuing to do) any of the following in the school context:

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the student himself),
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at School or among any of its students, whether that behaviour occurs during a teaching session or otherwise.

Some notes on the Conduct of Disciplinary Investigations

Our aim is to conduct any investigations without delay and to resolve issues fairly. The basic procedures used for the conduct of more serious disciplinary investigations are set out below. Such investigations are normally conducted by Heads of Year, the Assistant Head [Individuals] or Deputy Heads and the Headmaster is kept informed throughout. The same procedure is followed as far as practicable when other members of staff have to deal with major incidents, for example on residential trips.

Steps taken:

1. The students allegedly involved are isolated and mobile phones and other communications devices are collected and stored securely.
2. The students write fully independent statements, having been reminded of the requirement to record truthfully all relevant information.
3. Tutors and the Deputy Head [Individuals] or Deputy Head [Academic] are informed of the matter under investigation and the mechanism for informing parents is established.
4. Statements are read and discussed with students, clarifying inconsistencies. A second member of staff is normally present if the matter is serious.
5. Searching the property of a student would only be done if it was felt necessary by the member of staff conducting the investigation. Items that were confiscated would be kept in a sealed bag and parents may be asked to collect them from a senior member of staff. It may be, for in some cases, the items have to be handed to the police.
6. Conclusions are drawn from the evidence. It may be necessary to hold students incommunicado during this time if circumstances require, but the normal limit to this stage would be not more than forty minutes. Students are allowed access to their school work and simple refreshments such as bottled water.
7. Staff conducting the investigation make recommendations for follow up actions: sanctions if appropriate and a positive way forward.
8. The recommendations are discussed with the Deputy Head [Individuals] or Deputy Head [Academic] with a view to ensuring consistency.
9. The student's Tutor is informed of the outcome, and a decision is made on who will communicate this to the parents.

19. Appeals by Parents

As stated above [and as written into the contract made at the time a student enters the School] we very much hope that parents will fully support our behaviour and disciplinary structures and give their child clear and consistent messages about the high standards of behaviour required.

Very occasionally parents may wish to query a sanction and in the first instance an approach should be made to their child's Tutor then, if necessary, to the Deputy Head [Individuals]. Hopefully these steps will lead to clarification and resolution of any issues. Beyond this an appeal may subsequently be made to the Headmaster or ultimately – via the Complaints Procedure published separately – to the School Governors.

20. Related Policies

The school also publishes an Anti-Bullying Policy and members of staff are given guidance in how it is to be implemented. The Safeguarding and Child Protection Policy includes information from Keeping Children Safe in Education (2023) and staff should take particular note of the sections relating to behaviours such as child-on-child abuse, upskirting and also serious violent crime indicators.