



NORTHAMPTON
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

**NORTHAMPTON HIGH SCHOOL
REWARDS AND POSITIVE CULTURE POLICY**

“Respectful - Responsible - Ready”

This policy relates to the whole school: EYFS, Junior, Senior and Sixth Form

Northampton High School promotes a positive learning environment to maintain our high standards within the ethos of this school. This is achieved by encouraging a cooperative, supportive and consistent approach in which the Head, staff and pupils from EYFS to Sixth Form work together to implement. The school aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. We believe our school community is a calm, happy and purposeful place for learning, where good behaviour and conduct flourish in a culture of support, flexibility, encouragement and high expectations.

We are an inclusive school community and treat everyone as an individual. We believe that praise and encouragement should be the cornerstones of our day to day life and that all members of our community should conduct themselves with kindness and mutual respect for all.

The DfE non-statutory guidance advice “Behaviour in Schools (updated January 2022) has been used to draw up this policy: [Behaviour in schools - advice for headteachers and school staff \(education.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/103121/behaviour-in-schools-advice-for-headteachers-and-school-staff.pdf)

Statement of appropriate behaviour

The school expectations are that each pupil as appropriate to their age complies with the **Pupil Code of Conduct (Annexe D)**, known as the Positive Culture Policy, outlined below:

Positive Culture Policy

'Respectful - Responsible - Ready'

It is the school's expectation that everybody should be:

Respectful of all members of the school community and of the school buildings, school grounds and possessions of others;

Responsible to ensure the wellbeing and safety of our community in and out of school and to foster a harmonious environment for learning;

Ready to embrace the learning without limits ethos of our school. This includes embodying the school characteristics of Curiosity, Risk taking, Perseverance, Independence and Collaboration.

In school we agree to:

- Treat everyone with respect, consideration and good manners
- Strive to prevent all forms of unkindness and bullying
- Behave helpfully and responsibly towards each other
- Respect the right of others to hold and express their beliefs and opinions
- Act with the physical and mental health and safety of others in mind
- Allow others to learn and teachers to teach
- Treat other people's property and the school environment with care and respect
- Follow the school uniform policy
- Adhere to relevant codes, e.g. online safety, digital device and anti-bullying policies

We recognise that the Positive Culture Policy exists to safeguard the just and friendly atmosphere which we are all proud of in our community.

If the actions of pupils fall short of expectations the school may respond as fit and appropriate for the circumstances. Each case is dealt with on an individual basis and the outcomes of any processes will remain confidential. If you have any questions, please speak to your form tutor.

Copies of the above can be found in classrooms and on year group and/or form group Google Classrooms for easy reference.

Rewarding good behaviour

The school values highly, good behaviour, kindness and service to others, which in turn support pupil learning. We promote these values in our pupils through a system of recognition and reward. The overarching principle of our rewards system centres on how rewards (and sanctions) can, and should, be used to positively reinforce appropriate student attitudes and behaviours, provide all pupils with the opportunity to make positive choices about their behaviour, and to discourage inappropriate attitudes and behaviours.

These include the use of:

- A house point system to reward good behaviour
- Praise, positive feedback, commendations and awards
- House points for positive behaviour and effort
- Contact with parents using praise letters and postcards
- Display of pupils' work on notice boards and in classrooms
- Written and verbal expressions of thanks and praise at every opportunity, including in weekly assemblies, half termly Heads Commendation awards, end of term Presentation Assemblies and our annual Awards Evening
- House points awarded also for competitions across the curriculum, most often seen in sports and the performing arts but also used in lessons

We use **epraise**, an extension of Firefly, our VLE, to log all house points and commendations.

Teaching and Learning

Northampton High School aims to raise the aspirations of our pupils and instil an inherent curiosity and enjoyment of learning. Success within the classroom is celebrated through verbal and written feedback, praise stickers, academic house points and a variety of other means. Pupils are given a high level of individual attention and in return, high standards of engagement are expected in lessons. When pupils feel safe, supported, respected, and valued in their environment, the foundation is set for them to learn and achieve their best.

Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at the High School, undertake to uphold our policies and regulations, including this one, when they accept the terms and conditions of the parent contract. Therefore, we expect their support in upholding standards relating to attendance, punctuality, behaviour, uniform, standards of academic work and involvement in extracurricular activities.

If the school must use reasonable sanctions, we expect parents and guardians to support the actions of the school. If parents and guardians have any concerns about the way that their child has been treated, they should initially contact the Head of Year. If the concern remains, they should contact the Head or member of the Senior Leadership Team.

Parents will receive a copy of our Girls on Board leaflet which is a programme the school uses to support pupils in low-level, but often complex, friendship issues. This does not replace our anti-bullying policy.

Involvement of Pupils

Our experience shows that our ethos of mutual respect is enhanced when we listen to the voice of our pupils. Therefore, we operate a variety of mechanisms, including through the Student Leadership Team and weekly school council meetings, to hear their feedback and respond to it. Pupils should always feel that a member of staff will treat them with kindness and respect, even if disciplinary action is needed.

Breaches of the positive culture policy

The school will undertake to apply sanctions fairly and in accordance with the procedures of natural justice. Pupils should always feel that they have the opportunity to make amends and have a 'clean slate', with the exception of a very serious breach of the rules. In turn we require parents to support our application of sanctions which are essential in helping us to set boundaries and manage inappropriate behaviour.

Inappropriate Behaviour:

The school has identified examples of inappropriate behaviour as that which includes:

- Dishonesty
- Truancy
- Constant low-level disruption
- Harassment or abuse on the grounds of race, religion or sexual orientation
- Verbal abuse
- Threatening language
- Threatening behaviour
- Intimidation
- Physical abuse
- Theft
- Damage to property
- Defiance/refusal to cooperate with reasonable requests by staff
- Bringing illegal substances to school or using them whilst in school
- Misusing the computer system
- Misuse of technology
- Child on Child abuse, as defined in the Safeguarding Policy

Concerns, Sanctions and Interventions

Expulsion

A pupil is liable to expulsion for a grave breach of the policy, for example a serious criminal offence, or wilful act designed to cause serious damage to the school, its community or any of its members. Formal expulsion involves removing the pupil from the school roll and we are legally required to make reference to the facts surrounding the matter in every request for a reference. Please see the separate 'Exclusions Policy' for full details.

Suspension

A pupil may be suspended either internally (separated from their normal lessons but remain in school) or externally (required to remain at home) pending an investigation of a complaint or as a sanction in its own right. See the GDST's policy and procedures for exclusion for further details.

Detentions and Support Sessions

Pupils may be placed in a support session or detention by a member of staff for a range of concerns about conduct. The term 'detention' comes with a degree of seriousness and should be used carefully. Lunchtime sessions will usually be for minor indiscretions and low-level disruption. It is important to speak to the pupil(s) involved as soon as possible after the incident to explain why a support session or detention might be needed. After school support sessions and detentions will be issued for more serious or repeated offences. Parents will always be contacted in advance about after school detentions - a phone call is often best to explain the context. Detentions are never used for poor academic performance, where guidance and support will be offered instead.

Other approaches and sanctions

Staff in the school, under the guidance of the Head and Deputy Heads, may apply a range of other strategies to comply with good educational practice and promote a positive community ethos.

Examples of sanctions include, but are not limited to:

- Academic logs are given for late/missing work or lack of equipment
- Interventions involving Tutors or Heads of Year
- Restorative approaches in the form of service to the school community (for example, helping to clean an area if the offence has involved wilful making of mess, or discussing how to change conduct in future when something has gone wrong)
- In extreme cases, withdrawal from a team event, trip or a lesson, in discussion with SLT
- Reporting to the Deputy Heads' offices
- For persistent infringements of the uniform policy, parents will be contacted and invited into school to meet with a member of the pastoral team to discuss an amicable way forward.

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private conversations with a 'no shame' approach are always more effective than public ones. As with rewarding good behaviour, any sanctions must also be meaningful to the pupil; that is, the pupil should understand exactly why they have received the sanction.

Punishment

Corporal punishment is never used or threatened with any pupil at Northampton High School. Under section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent and maintained schools. The prohibition includes the threat or administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain. Teachers should be careful to ensure that, should physical intervention ever need to be used, it is minimal and could not be construed as an assault on a pupil.

In EYFS any physical intervention which is used, is reported to the parent/carer the same day or as soon as is practicable.

Under the Equality Act 2010, in the case of children with disabilities or special educational needs, these are met by making reasonable adjustments according to each specific pupil's requirements. Transition of pupils between each Key stage is managed carefully with staff handover meetings, detailed notes and liaison between staff and parents.

How and when sanctions will be applied

We believe that any sanction should be applied fairly, consistently and in a measured way. All sanctions should be appropriate to the seriousness of the offence and there is a clear scale of sanctions and a process of progressing through them. The referral pathways and sanctions in the Junior School will be distinctly different from Senior School. Incidents are dealt with on a case by case basis and sanctions applied appropriately to each individual. Sanctions are applied in consultation with SLT or the Head where appropriate and should always provide individuals with an opportunity for learning and development.

Pupils with Additional Needs

There are times when pupils with special educational needs and disabilities (SEND), mental health issues or a physical disability require extra support in managing and displaying positive behaviour. Additionally some children may adopt challenging or abusive behaviour towards others as a result of abuse they have suffered. The school's pastoral and wellbeing staff make all efforts to work with these pupils, their parents/guardians and other professionals to manage the behaviour and its impact on others. Pupils in this position may also need support to move on from bullying, in addition to sanctions.

Junior School Referral Pathways

If a child behaves inappropriately, the first response would be an explanation of why the behaviour is not acceptable. The child would be asked to consider the consequences of the action and, if appropriate, explain why it is unacceptable.

Repeated minor incidents or a single serious incident would be reported to the Head or Assistant Heads of the Junior School, who would speak to the child and make it clear that the behaviour was unacceptable and discuss how the child needed to modify her response to particular situations.

Various sanctions will be used as a response to inappropriate behaviour which would always be combined with discussions with the child to ensure they were aware of how their behaviour needed to change:

- Following an incident, a child would be expected to apologise verbally or in writing; this might be done during playtime.
- A child not behaving appropriately in assembly might have to come to the front if she did not heed warnings.
- A child might be kept in for a short period if behaviour in the playground was unacceptable.
- A child might spend time working separately if uncooperative in a group situation.
- If prep is not completed and handed in on time, on more than one occasion, a child might be asked to complete this under the supervision of a member of staff.
- Supportive charts may be used to help a child modify her behaviour, in consultation with the SENDCo if needed

- If a child breaches safety rules i.e. running in school, more positive behaviour could be encouraged such as making a safety poster or display.

Parents will be kept informed and strategies for improvement discussed if concerns about safe and appropriate conduct continue

Senior School Sanctions and Referral Pathways

All behavioural and pastoral concerns are logged on epraise and/or CPOMS to build a clear picture of a pupil's conduct in school and to ensure fairness and parity. A pupil may not go through the levels in order, should a serious breach of rules take place. The Head and Deputy Heads have overview of all epraise and CPOMS records. Behavioural incident logs are monitored by the Heads of Year in the first instance and they will coordinate support from Form Tutors as and when appropriate.

Concerns - EYFS Only

For the purposes of CPOMS logging, the concern category will be used for Nursery and EYFS pupils only. Any serious behaviour issues will be discussed with parents as and when they occur at pick up or drop off as appropriate.

Level 1 – Minor Sanctions

Relatively minor misdemeanours will be dealt with as they happen, by the member of staff on the spot, typically including a verbal reprimand and reminder of the expectations of behaviour. Examples (not exhaustive) of behaviour which would warrant a Level 1 sanction are: lateness, casual rudeness in lessons, late work, wearing incorrect uniform.

These issues would be dealt with through discussion, advice or coaching from the teacher, tutor or Head of Year immediately. The pupil will be made aware of where her behaviour has fallen short and given the opportunity to remedy it. Pupils may be asked to complete a community service task such as to help clear the Lost Property box. A member of staff will log the matter on epraise. It will be made clear to the pupil, what the consequences of continued behaviour breaches would be.

Level 1 sanctions are only logged on CPOMS, in addition to a log on epraise, if parents are contacted. This will be rare as most Level 1 issues will be dealt with internally. Escalation to level 2 would result in parent contact being made and therefore a log on CPOMS.

Level 2 – Departmental or Pastoral Support Sessions

If the behaviour is more serious or continues to occur despite previous sanctions and discussions, a further sanction would be appropriate. Examples of sanctions at Level 2 would be a lunchtime support session, an academic or behavioural report card or restorative justice. Parents would be notified of a Level 2 sanction for information only at this stage but it must be logged on CPOMS.

Heads of Faculty and Heads of Year are expected to support colleagues in dealing with persistent low-level behavioural matters. Class teachers and Form Tutors will remain the first port of call unless escalation is necessary.

Level 3 – School Level Sanctions

If a serious misdemeanour occurs or there are continued concerns despite Level 1 and 2 interventions, a school-level sanction may be appropriate. These may be supported by HoFs and/or HoYs as appropriate

This would involve placing the pupil in an after school detention, spent with a member of Middle Leadership or Senior Leadership as appropriate to the circumstances.

In more serious situations, the pupil would be spoken to by one of the Deputy Heads and it would be made clear to them what improvements are required to prevent further sanctions. An agreement on appropriate and acceptable behaviours may be needed to support the pupil and this may include putting a student 'on report' or agreeing a behaviour support plan.

Parents would be notified in advance of the school detention and a discussion would take place to ensure they are aware of the problem and required actions.

Level 4 – Suspension

If a most serious misdemeanour occurs, or the pupil has not responded to previous interventions this could lead to possible suspension. If a serious incident occurs during the school day, it is possible that a parent or guardian will be asked to immediately collect their daughter whilst an investigation is carried out. Suspensions may be internal (school-based) or external (home-based) depending on the nature of the misdemeanour.

A meeting between the Head or Deputy Head(s) and parents will take place prior to the pupil returning to school.

Level 5 – Expulsion

If an extremely serious breach of discipline occurs, or a pupil has not responded to previous intervention, or in cases of gross misconduct, the school may be forced to exclude a pupil.

The School's Exclusion Policy is available on request.

Examples of serious breaches of discipline which may lead to suspension or expulsion include, but is not limited to;

- Drug abuse
- Alcohol or tobacco abuse
- Theft
- Bullying (including cyberbullying, prejudice-based or discriminatory bullying)
- Physical assault or threatening behaviour
- Fighting / aggression
- Contravening the school's duty of care (e.g. missing for a long period of time during school hours or putting self or others at risk of harm)
- Bringing the school into disrepute
- Sexual Harassment
- Racist or sexist abuse
- Persistent disruptive behaviour
- Being complicit in any of the above

Records of Sanctions

All records of behaviour that does not meet the expectations laid out in this policy and the appropriate sanctions given are logged via epraise and/or CPOMS as appropriate. The CPOMS records are scrutinised by Heads of Faculty and Heads of Year to ensure all matters are dealt with fairly. Major sanctions (Level 4

and above) are also recorded in the Sanctions Log which is scrutinised by SLT on a termly basis. For EYFS pupils a record of physical intervention is kept according to government guidance.

Malicious accusations against staff

In the event that an allegation by a pupil against a member of staff is shown to have been deliberately invented or malicious, the school would consider whether any disciplinary action is appropriate against the pupil who made it, or the police may be asked to consider whether any action might be appropriate. **Training and Support**

The school, as required, will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole school INSET and specific planned/ tailored training.

When necessary, the school would recommend to parents access to appropriate specialist child and family support services (where available), including:

- Children and Young People’s Services
- Health Services (including mental health CAMHS)
- Social Services
- Youth Counselling Agencies e.g. Child, Adolescent and Family Service

Enclosures:

Annexe A lists some **examples** of behaviours and associated sanctions

Annexe B suggests a faculty approach to implementing this policy

Annexe C suggests potential postal escalation. Staff are asked to use their professional judgement

Annexe D displayed the Pupil code of Conduct - known as the Positive Culture Policy

Policy review date: August 2024
Policy reviewed by: Rebecca Kneen, Deputy Head Pastoral
Date of next review: August 2025

Annexe A

Level	Behaviour Example	Sanction Examples	Trigger	Logged on
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			for Next Stage	
1	<p>First instance in a term of missing/ late/ poor quality work;</p> <p>First few instances of low level disruption/ impoliteness /disregard for others</p> <p>Uniform infringements</p> <p>Use of Mobile Phone in corridors</p> <p>Public use of inappropriate language</p> <p>Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff)</p>	<p>Resubmit work to a tight deadline</p> <p>Warning of further sanction</p> <p>Supervised removal of make up/ nail varnish</p> <p>Recording of a 'concern'</p>	<p>3 late prep notifications or 3 behavioural 'concerns' in a half term will trigger Class teacher/ tutor intervention</p>	<p>reprise</p> <p>Logged on CPOMS if Parents have been contacted, otherwise this is not necessary.</p>
2	<p>Repeated poor quality/ missing / late work</p> <p>Repeated low level disruption/ impoliteness/ uniform infringements</p> <p>Persistent lack of equipment in lessons where this causes significant detriment to the learning</p>	<p>Lunchtime detention</p> <p>Removal from the classroom for a period of time</p> <p>Green/ Amber Uniform/ Work/ Behaviour Report Card</p> <p>Withdrawal of privileges</p> <p>Contact with parents/guardians - This can be in person, on the phone or in writing (or a combination).</p>	<p>Continued behaviour breaches, despite any Level 2 sanction would lead to Level 3</p> <p>Heads of Year and Heads of Department or Faculty may step in at this stage.</p>	<p>CPOMS</p> <p>It is expected that all behaviour determined to be level 2 and above will result in contact with parents.</p>

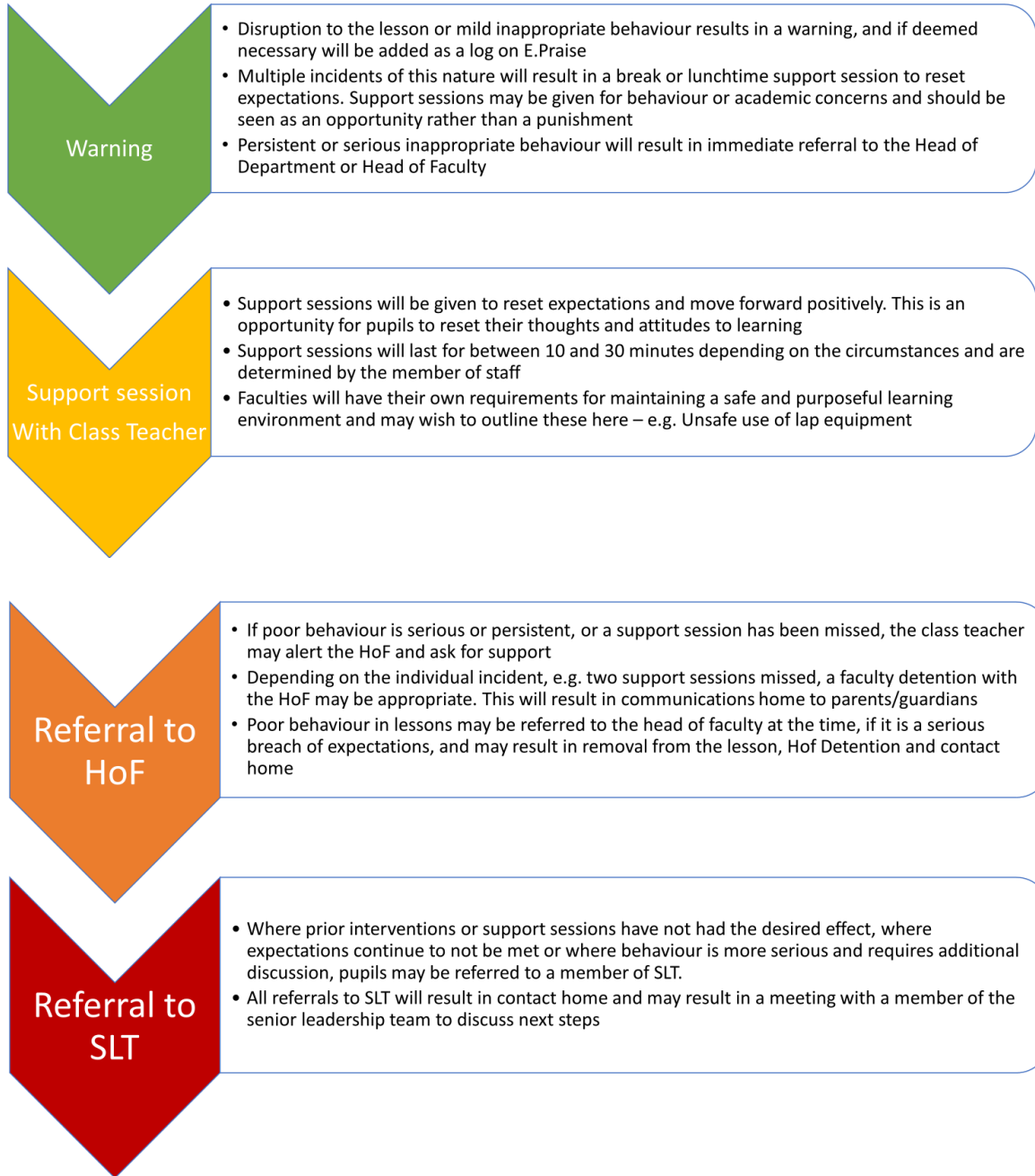
	<p>More serious rudeness or disruption</p> <p>Use of mobile phone in class without permission or for purposes that have not been sanctioned</p>	<p>This should not be a deterrent from escalating behavioural concerns.</p> <p>It is expected that all staff take responsibility for contacting parents when appropriate. Guidance and support may be sought from line managers.</p>		
3	<p>Missing an academic lesson without permission</p> <p>Escalation of any behaviour mentioned in Level 1 & 2</p> <p>Intentional unkindness</p> <p>Deliberate damage to school or others' property</p> <p>First offence of cheating/ plagiarism</p>	<p>Discussion with parents AND:</p> <p>After school detention with a member of Middle Leadership or SLT</p> <p>Withdrawal from a school event or trip</p> <p>Agreement to a Behaviour Support Plan</p> <p>Red uniform/ behaviour/ work report card</p>	<p>Continued behaviour breaches, despite any Level 3 sanction would lead to Level 4, in consultation with SLT.</p> <p>Heads of year and SLT involvement where appropriate.</p>	<p>CPOMS</p> <p>It is expected that all behaviour determined to be level 2 and above will result in contact with parents.</p>
4 / 5	<p>Continuation of poor behaviour despite previous interventions</p> <p>Serious misconduct</p> <p>Involvement with bullying</p>	<p>Always in Consultation with SLT and in discussion with parents/guardians:</p> <p>Internal Suspension</p> <p>External Suspension</p> <p>Expulsion</p>	<p>n/a</p> <p>SLT only at this stage</p>	<p>CPOMS</p> <p>It is expected that all behaviour determined to be level 2 and above will result in</p>

	Any infringement listed in the previous section			contact with parents. SLT incident Log - reviewed regularly and presented to Governors on a termly basis.
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Annexe B

Example of faculty Escalation

Faculty Escalation



Annexe C

Example of 'Corridor' behaviour escalation

Pastoral Escalation

Warning

- Incorrect behaviour that does not meet our high expectations will receive a warning and an opportunity is given to correct the behaviour with no further action - staff may choose to log on E.Praise as appropriate
- Mobile phone or uniform infringements will be challenged and a log added to E.Praise. Pupils are expected to hand in mobile phones or prohibited items at reception when asked to by staff. Refusal to comply with reasonable requests from staff may result in contact home and a note on CPOMS
- Escalate as needed if poor behaviour persists

Referral to Form Tutor

- Support sessions will be given to reset expectations and move forward positively. This is an opportunity for pupils to reflect on actions that may have been taken and reset their own expectations
- Support sessions will last for between 10 and 30 minutes depending on the circumstances and are determined by the member of staff

Referral to Form HoY

- If poor behaviour is serious or persistent, or a support session has been missed, the form tutor may alert the HoY and ask for support
- Where behaviour is sufficiently poor, warnings and or referral to the form tutor may be bypassed and HoY involvement may be more appropriate
- HoY involvement may or may not involve collaboration with the form tutor depending on the scenario
- HoY detentions may be given if appropriate and may be during lunch or after school as necessary

Referral to SLT

- Where prior interventions or support sessions have not had the desired effect, where expectations continue to not be met or where behaviour is more serious and requires additional discussion, pupils may be referred to a member of SLT.
- All referrals to SLT will result in contact home and may result in a meeting with a member of the senior leadership team to discuss next steps



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September 2024